

ABSTRACT

Title of Document: BECOMING *LAOSHI* IN US HIGH SCHOOLS:
CASE STUDIES OF THREE FOREIGN-BORN
CHINESE LANGUAGE TEACHER
CANDIDATES

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The foreign-born Chinese speakers that currently make up the largest component of those training to become Chinese language teachers encounter challenges during their internship that differ significantly from those experienced by interns who are more familiar with U.S. culture and institutions. Qualitative case studies of three Chinese language teacher candidates (CLTCs) follow their journeys to becoming Chinese language teachers in order to 1) identify the key influences that shape their experiences in their internship; 2) understand in what ways these influences have created resonances and contradictions for them; and 3) explore strategies CLTCs have adopted in order to navigate through the US education system during their internship. Based on themes that emerged from in-depth interviews, document reviews, and observations, consistencies as well as variations in their experiences are presented in forms of single case and cross-case analysis.

A sociocultural conceptual framework which incorporates elements from Cultural Historical Activity Theory and Legitimate Peripheral Participation was created to analyze three cases. The framework highlights three domains of influences, namely “Key Stakeholders” “Culture and Institution”, and “Pedagogical Tools and Resources”. The interactions that CLTCs had with the three domains of influences were explored.

The three CLTCs were hired by three high schools that were vastly different in terms of social economic status of student population. Findings revealed that “Key Stakeholders” (such as mentors, administrators, other staff and faculty, and students) was the most prominent influence that shaped their experiences. Key stakeholders’ support created the most resonances for their experiences as well. CLTCs experienced most contradictions in interpreting the US education framework and managing their classes. To navigate through their internship, CLTCs used a variety of strategies to strengthen classroom management and develop their teaching styles. Promoting Chinese language programs in the community was also found to be an important part of their job. The results suggested that all stakeholders (teachers, teacher educators, and policy-makers) should work synergistically to help CLTCs harvest the most from the cross-cultural teaching experience. Specific suggestions are made on how to better prepare CLTCs.

BECOMING *LAOSHI* IN US HIGH SCHOOLS: CASE STUDIES OF
THREE FOREIGN-BORN CHINESE LANGUAGE TEACHER CANDIDATES

By

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DEDICATION 献词

This dissertation is dedicated to:

这本论文是献给：

My mother Minzhi Liu and my father Kaiyun Liu. Only after being a parent myself, I understand how much they have loved me and sacrificed for me.

我的母亲刘敏志和父亲刘开云。我是自己做了母亲之后才明白他们对我无私的爱和巨大的付出。

My grandmothers Shangyuan Chen and Shuyuan Feng, my grandfather Zhenghua Liu, and every other relative for always being there for me in my life. There is no way I could return their love.

我的外婆陈上元, 奶奶冯淑元, 爷爷刘正华, 还有其他的各位亲戚们。没有他们, 也就没有今天的我。我欠他们的终生偿还不尽。

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我亲爱的老公程毅。他是我真正的朋友! 他给我爱和归属感, 让我对人生充满希望。

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我们两个可爱的儿子程子曰和程子涵。他们给了我最大的前进的动力!

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I am extremely thankful to my co-chairs, Dr. Sherick Hughes and Dr. Shuhan Wang who are the most outstanding people I have known in the world! I took two qualitative methodology courses with Dr. Hughes and have learned tremendously about qualitative research methods in his class. He graciously agreed to be my co-chair and provide invaluable guidance of talking through my project to specify what is possible within the scale and resources of a dissertation. If it was not for his guidance, completing this project will be a much more daunting task.

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CHAPTER 1: INTRODUCTION

TEACHING CHINESE AS A WORLD LANGUAGE IN US: A FAST-GROWING FIELD

Since 2000, there has been a significant growth in the number of Chinese language programs in American schools. Many reports (Abbott & Wilcox, 2009; Asia Society Report, 2006, 2008; Weise, 2007) pointed out that Chinese language has been the fastest-growing world language taught in United States (US) public schools. Based on the data of survey results of 5000 schools nationwide at the Center for Applied Linguistics (Rhodes & Pufahl, 2010), the number of Chinese language programs in K-12 schools has increased from 0.3% to 3% in the decade between 1997 and 2008. The exponential growth in Chinese language program numbers in recent years is redefining the landscape of language education in the United States (Furman, Goldberg, and Lusin, 2007; Livaccari, 2011).

The tremendous expansion of Chinese language programs in the United States comes from the joint effort of multiple sources from the US federal and state government, Chinese government, numerous non-governmental and non-profit organizations, a host of universities and schools, as well as countless Chinese language teachers and teacher educators (Asia Society Report, 2008). The strongest driving force behind promoting Chinese in America is the US federal government with its launching at the National Security Language Initiative (NSLI¹), whereby it provides seed funding for Chinese

¹ President Bush launched the National Security Language Initiative (NSLI) on January 5, 2006, a plan to further strengthen national security and prosperity in the 21st century through education, especially in developing foreign language skills. The NSLI will dramatically increase the number of Americans learning critical need foreign languages such as Arabic, Chinese, Russian, Hindi, Farsi, and others through new and expanded programs from kindergarten through university and into the workforce. The

language programs all over the country since 2006 (Asia Society Report, 2006). For instance, the Foreign Language Assistance Program (FLAP²) of the US Department of Education provides grants to establish, improve, or expand Chinese language programs for elementary and secondary school students. In addition, STARTALK funded summer programs in critical languages including Arabic, Chinese, Hindi, Persian, Turkish, Swahili and Urdu to increase the number of teachers and learners in those critical languages. In 2011, STARTALK supported 49 Chinese language teacher programs and 63 student programs, serving over 6000 students and teachers all over America³. Moreover, citing the strategic importance of the U.S.-China relationship, in November 2009, President Barack Obama announced the “100,000 Strong” initiative, a national effort designed to expand and diversify the composition of American students studying in China⁴.

Meanwhile, non-governmental organizations such as the College Board⁵ and Asia Society⁶ are very active in the expansion of the Chinese learning in America.

Meanwhile, Hanban⁷, the Office of Chinese Language International Council is the most import link in establishing more than 70 Confucius Institutes⁸ at US universities and

President will request \$114 million in FY07 to fund this effort. From:
<http://www.state.gov/r/pa/prs/ps/2006/58733.htm>

² FLAP <http://www2.ed.gov/programs/flapsea/index.html>

³ <http://startalk.umd.edu/2011/>

⁴ http://www.state.gov/p/eap/regional/100000_strong/index.htm

⁵ The College Board <http://collegeboard.org>

⁶ The Asia Society Chinese Language Initiative

<http://asiasociety.org/education/chinese-language-initiatives>

⁷ Hanban: <http://english.hanban.edu.cn/market/HanBanE/412360.htm>

⁸ Confucius Institute is a non-profit public institute with a mission of promoting Chinese language and culture and supporting local Chinese teaching.

other educational institutions. Hanban sponsors the Chinese Guest Teacher Program⁹ which brought a large number of guest teachers from China to US schools to help develop Chinese language and culture programs in US school (Asia Society Report 2008; Ingold & Wang, 2010). Hanban also has invited US students, Chinese language teachers, and administrators to China for short-time cultural exchange and collaborative training.

With the increasingly important role that China plays in the global economy and political affairs, the demand for Chinese language will likely to continue to grow in school districts. It is predicted that Chinese language will lose its status as a less commonly taught language and enters the mainstream in US schools in the near future (Stewart & Livaccari, 2010).

CHINESE NATIVE SPEAKERS AS LANGUAGE TEACHERS: A SOCIAL REALITY

With the widening recognition that learning Chinese language is important in the global economy, the supply of highly effective Chinese language teachers has become an urgent task.

A teacher shortage has become a great concern in the US educational system. In particular, the supply of qualified world language teachers has been insufficient in most states for more than two decades, especially in urban and rural areas (Van Houten, 2009). To address this shortage, one solution has been to recruit native speakers from other countries. States have signed agreements with France, Mexico, Italy, Taiwan, Japan, and Germany, but they have recruited the largest number of teachers through the Embassy of Spain and the Office of Chinese Teaching International (also known as Hanban).

⁹Chinese Guest Teacher Program
http://www.collegeboard.com/prod_downloads/counselors/K12chinese/2007_Chinese_Guest_Teacher_Program.pdf

Through Hanban's temporary Chinese Guest Teacher Program, 150 guest teachers were placed in 31 states in 2009 (Van Houten, 2009), which, to some extent, addressed the short-term needs for qualified Chinese language teachers (Arnoldy, 2007).

Another solution is to recruit native speakers who are already in US. According to the data gathered through STARTALK program, over 80% of STARTLAK world language teacher participants are native speakers (Ingold & Wang, 2010). The Longview Foundation report (2008) provided an explanation as to why so few English native speakers are involved. It found that English speakers who studied a second language in an American high school and entered college with the intention of becoming teachers of that language are rare. In fact, there is virtually no pipeline of students graduating from high school who have studied Chinese.

Chinese native-speaking teachers have the apparent advantage of being fluent in Chinese and are powerful resources for Chinese culture and customs. However, many of them lack experience in learning Chinese as a second language and also lack knowledge of American society and culture, which may make teaching in the US difficult for them (Ingold & Wang, 2010; Stewart & Livaccari, 2010). Therefore, in terms of training, certification, and professional development, Chinese native-speaking teachers' particular strengths and weaknesses pose very different challenges compared with US-born-and-educated teachers.

RESEARCH PURPOSE AND QUESTIONS

Research Purpose

The purpose of the study is to identify various key influences as well as the roles that those key influences played in shaping the internship experiences of three foreign-

born Chinese language teacher candidates (CLTCs). To attain this purpose, a conceptual framework (illustrated on p. 26), informed by a sociocultural understanding of teachers' learning and development (Freeman & Johnson, 1998; Johnson, 2006; Vygotsky, 1965), was constructed as a lens to illustrate the dynamics of the three CLTCs' internship.

Research Questions

1. What are the key influences that shape Chinese language teacher candidates' (CLTCs) experiences during their internship?
2. How have these influences created resonances and contradictions for them?
3. How have CLTCs dealt with resonances and contradictions? What other strategies have CLTCs adopted in order to navigate through their internship?
4. What can we learn from the three cases to inform practice, policy, and theory?

During the course of data analysis and writing up the dissertation, the research questions evolved as the themes emerged from data. In order to clearly and accurately present the goals of this study, my co-chairs and I worked closely to use interactive processes to refine the research questions for a number of times. In qualitative study, refining research questions was a necessary and rewarding part for qualitative researchers as Agee (2009) stated:

A large part of constructing clear research questions is writing drafts of them over and over and sharing them with others. (...) that writing and re-writing research questions encourages researchers to ask important questions about purpose and clarity and to learn from this process. Wrestling with our questions, through reflecting and writing, ultimately helps us to become better researchers. (p. 446)

The revision process proved to be very rewarding because it helped sharpen the focus of the research questions and helped me as a researcher to probe deeper into my data to achieve a more profound understanding of the meaning of the data.

SIGNIFICANCE OF THE STUDY

There has been a relative paucity of research and theoretical investigations for foreign-born teacher candidates' internship experiences outside of their country of origin. Particularly, how foreign-born teacher candidates learn and grow within the complex of a new social context has not been studied systematically. My research makes a significant contribution to the domain of knowledge by focusing on three native-speaking Chinese language teacher candidates' (CLTCs) experiences in US high schools. The various sources of influences in and outside of the schools posed unique challenges while presenting opportunities for them to grow.

In contrast, previous studies which emphasized the challenges that foreign-born teachers and teacher candidates undergo in another country, my study focuses on the resonances that teachers experienced and the strategies they employed to navigate in their internship, namely, the more positive side of the cross-cultural teaching experience. It is my hope that foreign-born teachers all over the world, especially those who teach world languages in the United States, would view their cross-cultural teaching experience as a precious opportunity to learn new skills and to make innovative contributions to children's education.

The practical significance of my research lies in its implications for policy-making in the area of teacher certification and professional development. My study advocates for more sensible and goal-oriented policies for foreign-born teachers, such as,

an alternative certification mechanisms to make teaching a more accessible profession for educated world language native speakers. By the same token, I hope this research will enrich teacher educators' understanding of the unique journey that foreign-born teacher candidates take to become certified. I hope to sensitize teacher educators so that they could address the most important issues faced by foreign-born teacher candidates. This research could also further enrich Professional Development Schools' (PDS) knowledge of how to support foreign-born teacher candidates by offering a qualify induction program and providing more mentoring assistance along the way.

OPERATIONAL DEFINITION OF TERMS

Foreign-born Chinese Language Teacher Candidates (CLTCs)

For reasons of clarity, I would like to point out the terms appear in the literature and on teacher education and professional websites in reference to foreign-born teachers. For example, the different terms used are: “internationally trained teachers” (see Queen’s University; York University; Association of Internationally Trained Teachers of Ontario), “foreign trained (foreign-born) teachers” (see University of Calgary; Mawhinney & Xu, 1997), “foreign accredited teachers” (James, 2011), “foreign-born teachers” (see Simon Fraser University; University of Calgary; Cho, 2010), “overseas-born-and -educated teachers” (Santoro, 1997), and “world English speaking (WES) teachers” (Han & Singh, 2007).

In my research, I use the term foreign-born Chinese language teacher candidates (CLTCs). In this study, this term refers to people who meet the following criteria:

- 1) born in either mainland China, Taiwan, or other Chinese-speaking regions (such as Hong Kong or Singapore) and receive entire K-16 education in China or Taiwan.
- 2) regardless as to how many languages they know, they are native speakers of Chinese language.
- 3) regardless of their immigration status, even though in this study I only included US citizens or permanent residents.
- 4) have enrolled in the certification program with the intention to become teachers in US or currently employed as teachers. In my study, three participants were teachers in China and they were employed as teachers in US public high schools in their internship.
- 5) could be employed as either part-time or full-time. In my study, one was employed as full-time teacher; the other two were employed as part-time substitute teachers. Towards the end of their internship, the two substitute teachers gained their status as regular teachers.
- 6) regardless gender or age. For this study, one male and two female teachers were recruited.
- 7) regardless of the degree they have earned. In my study, one has a doctoral degree and the other two have earned their master's degree in countries other than China and US.
- 8) regardless of the major they have studied before becoming Chinese language teachers. In my study, three participants come from majors other than education.

The reason I set these criteria is that most current potential Chinese language teachers meet those criteria, thus this study applies to the largest sample population possible. For those Chinese language teachers who have immigrated to US at a younger age they may have other different experiences.

Internship

Literature uses “teaching practicum” “practice teaching” “internship” “clinical teaching” interchangeably to refer to the period that the teacher certification program requires students to observe experienced teachers’ teaching, attend all school activities, and to practice teaching.

In this study, the term “internship” is used. The internship experience provides students with the opportunity to apply and integrate knowledge acquired through coursework. The internship experience also assists students to discover, develop, and refine necessary competencies and skills for their teaching career. For detailed background information regarding the internship that the three participants engaged in, please refer to the beginning of Chapter 4.

Laoshi

The term “Laoshi” is the Chinese term for “teachers”. It has two characters: 老师. The first character lao 老 is a prefix which means “old” which is an indication of wisdom and experience in the Chinese culture. The second character shi 师 means “teacher,” so the literal translation of Laoshi is “old teacher.” Laoshi is used as a title. Generally students use Laoshi in combination with the teacher’s family name when referring to the teacher. For example, students could call me Liu Laoshi. In my study, students used the term “Laoshi” to address the three teachers most of the time. The use of the title “Laoshi”

indicated the recognition of their status as Chinese language teachers in school by students.

Mandarin / Chinese

Mandarin, literally meaning the speech of officials, is a group of related Chinese dialects spoken across most of northern and south-western China. Across most of Chinese dynasties in history, the capital has been within the Mandarin area, making these dialects very influential. Mandarin dialects, particularly the Beijing dialect, have formed the basis of Standard Chinese Language (also called Putonghua) in People's Republic of China today. In this study, I use the term "Chinese" instead of "Mandarin" because "Chinese" is the official term used as one the six official languages in the United Nations¹⁰.

Mentor teachers

The literature uses "mentors" "associate teachers" "cooperating teachers" "host teachers" interchangeably for those certified teachers in PDSs who are responsible for directing, supporting, evaluating, and assisting teacher candidates in their internships. They work in collaboration with the university supervisors and a PDS coordinator. In this study, the term "mentor teachers" is used.

Professional Development School (PDS)

Professional development schools (PDSs) are innovative institutions formed through partnerships between professional education programs and PreK–12 schools. A professional development school (PDS) hosts interns as they complete their teaching internship. According to the National Council for Accreditation of Teacher Education

¹⁰<http://www.un.org/en/aboutun/languages.shtml>

(NCATE), PDS partnerships have a four-fold mission: the preparation of new teachers; faculty development; inquiry directed at the improvement of practice, and enhanced student achievement.

Resonances / Contradictions

Originally, the word is associated with music (resonance of a piano or organ) and in a figurative sense with positive qualities. Resonances are also associated with all periodic processes, such as describing the condition of an electrical circuit adjusted to allow the greatest flow of current at a certain frequency. For example, a radio set must be in resonance to receive music from a radio station. In Merriam-Webster Online Dictionary, “resonances” indicates echoing and consistency. “Resonances” in the study represents teacher candidates’ positive interaction with the various sources of influence they encountered in their internship.

The word “contradictions” is the term used in Cultural Historical Activity Theory (Engeström, 1987) which means the disconnections, breaks, and mismatches of the components within the activity system. In this study, the concept of contradiction is understood as challenges and conflicts that may arise in Chinese language teacher candidates’ internship. Contradictions could either hamper or facilitate teacher candidates’ learning.

US High Schools

The precise stage of schooling provided by a high school differs from country to country. In the United States, individual states, counties, and school districts have considerable leeway in how they choose to divide their school levels. In this study, this

term refers to public schools in which students are enrolled in the 9th grade to the 12th grade.

A list of abbreviations used in this paper:

CHAT: Cultural Historical Activity Theory

ESL: English as a Second Language

ESOL: English for Speakers of Other Languages

CLTCs: Chinese Language Teachers Candidates

IETs: Internationally Educated Teachers

ISCs: International Student Candidates

IETCs: Internationally Educated Teacher Candidates

LPP: Legitimate Peripheral Participation

PDSs: Professional Development Schools

TCs: Teacher candidates

UK: the United Kingdom

US: the United States

WEST: World-English-Speaking Teachers

ORGANIZATION OF CHAPTERS

The dissertation contains six chapters. The first chapter provides the general background about Chinese language teaching and teacher supply in the United States. The fact that the majority of Chinese language teachers are foreign-born native speakers has been brought to the spotlight. Under the backdrop of the problem, research purpose

and research questions are specified which followed by the explanation of key terms used in the study.

The second chapter presents an extensive literature review related to the present study of native-speaking Chinese language teacher candidates (CLTCs). First, I laid out the theoretical foundation for the study which came from Socio-cultural Theory. Specifically, I explained why the integration and navigation of Cultural Historical Activity Theory and the concept of Legitimate Peripheral Participation is appropriate for my study. After that, I described the development and use of the theoretical framework I employed to examine the various key influences and relationship present during three CLTCs' internship in the US high schools. Also in chapter two, current research on foreign-born teachers' personal and professional life is delineated. Important implications of the empirical studies are discussed in detail.

The third chapter discusses the methodology used in the study, including research design, participants and research sites, and methods of data collection and analysis.

The fourth chapter presents the profile of the three cases. It also provides background information regarding the three schools, two counties, and the three participants. The findings regarding answering the first research question relating to key influences are presented.

The findings of the study targeting the second and third research question - CLTCs' experience of resonance, contradictions, as well as the strategies they used to navigate in the system are discussed in chapter five. The last chapter focuses on the implications of the study for various key stakeholders. Possible future research direction is also included in the last chapter.

CHAPTER 2: REVIEW OF LITERATURE

In this chapter, I outline relative theories and empirical studies on which the present investigation was conceptualized. Both theoretical and empirical literature has great implications for my study of native-speaking Chinese language teacher candidates (CLTCs). Theoretical papers provide introduction to sociocultural theory in teacher education and its two sub-theories – Cultural Historical Activity Theory (CHAT) and Legitimate Peripheral Participation (LPP). Analysis of the overlaps and distinctions between CHAT and LPP are discussed followed by the rationale to integrate them in the construction of the conceptual framework. Empirical studies offer concrete examples of how the theories are used in teacher-focused studies. Based on the literature review and a reconceptualization of literature, a theoretical framework inspecting key influences and relationship affecting world language teacher candidates' internship experiences was constructed. The components of the theoretical framework and the plan for using the framework in the study are discussed. In addition, literature regarding the various influences impacting world language teachers' development and literature about foreign-born teachers' experiences outside of their country of origin are examined in the light of the conceptual framework created for this study.

SOCIOCULTURAL THEORY IN TEACHER EDUCATION

Current conceptualizations of sociocultural theory draw heavily on the work of (Vygotsky, 1934/1987), as well as later theoreticians (Wertsch, 1991, 1998). To succinctly highlight the core concept of sociocultural theory, theorists (Kublin, Wetherby, Crais, & Prizant, 1989) have pointed out that “Vygotsky (1934/1987) described learning as being embedded within social events and occurring as a child

interacts with people, objects, and events in the environment” (p. 287). According to Tharp and Gallimore (1988), “this view [the sociocultural perspective] has profound implications for teaching, schooling, and education.”

In teacher education, Freeman and Johnson (1998) also highlighted the sociocultural perspective of teacher candidates’ (TCs) learning and development. They criticized the limitations of the behaviorist view in which TCs are treated merely as information receivers and practitioners of theory. Instead, they promoted an understanding of viewing TCs as people who “enter their classrooms with prior knowledge, beliefs, and experiences that they then use to make sense of their students, instructional practices, and school contexts” (p. 401). Research into the perceptions and experiences that TCs bring with them to initial teacher education are abundant (see, for example, Anderson & Holt-Reynolds, 2005; Fajet, Bello, Leftwich, Mesler, & Shaver, 2005; Marland, 1998; Sugrue, 1998, 2004; Younger, Brindley, Pedder, & Hagger, 2004). In general, this line of research suggests that TCs’ perceptions, attitudes and prior experiences of learning can exert an influence on their teaching practice. In view of the sociocultural conceptualization of teacher learning, my study takes into consideration teachers’ prior skills, knowledge, experience as well as their disposition as contributing factors shaping their encounters with people, the school community, and their teaching practice.

More importantly, Freeman and Johnson (1998) pointed out that learning and development happen in the social and cultural environments in which teachers participate. As Johnson (2006) argued, learning is “a dynamic social activity that is situated in physical and social contexts, and is distributed across persons, tools, and activities” (p.

9). Thus a recognition of schools and communities as the social and cultural contexts for teachers' learning and development is critical for teacher educators to understand that learning is not static and that social interaction plays a fundamental role in the learning process; it is also critical for researchers to focus beyond the individual to examine larger interactive systems that include individuals, as participants, interacting with each other as well as physical contexts (Cobb & Bowers, 1999; Lave & Wenger, 1991).

A Sociocultural orientation indicates that the knowledge base for language teachers should be contextually rooted and culturally sensitive. Freeman and Johnson (1998) argued for a reconceptualization of the knowledge base of English for Speakers of Other Languages (ESOL) teachers in which the core of the new knowledge base must focus on "the activity of teaching itself: the teacher who does it, the contexts in which it is done, the pedagogy by which it is done" (p. 397). Researchers (e.g. Duff & Lester, 2008) also stressed that in order for language teachers to function well in schools, they must also become socioculturally aware of:

[...] the contexts in which they are teaching-- institutional, political, social, cultural, and curricular--in order to be effective. They must understand the needs, goals, and proficiency levels of students and others who have a stake in the language learners' success (e.g., parents, employers, institutions of higher education). (p.25)

Other researchers (e.g. Tsui, Edwards, & Lopez-Real, 2009; Goodnow, 1993) have contributed to the two major strands of sociocultural theory, namely Activity Theory (Leont'ev, 1978) and Legitimate Peripheral Participation (Lave & Wenger, 1991). These two areas of theory served as the cornerstones for developing my theoretical framework.

Cultural Historical Activity Theory (CHAT)

Derived from the work of Vygotsky (1934, 1978) and Leont'ev (1978), Engeström (1987, 1999) created the Cultural Historical Activity Theory (CHAT) framework in which the principal unit of analysis is the culturally mediated and historically evolved activity system. The CHAT framework is represented in Illustration I.

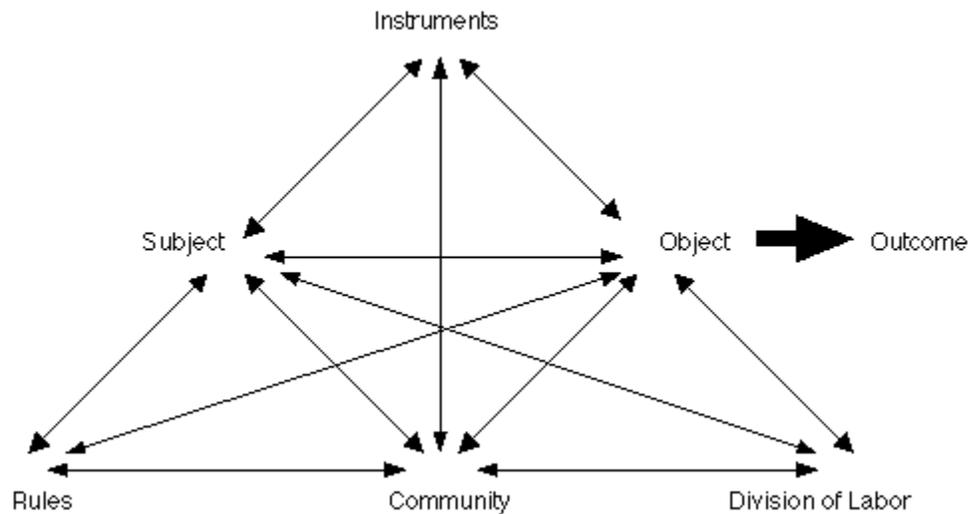


Illustration I. Cultural Historical Activity Theory. (Engeström, 1999)

The CHAT triangle framework allows researchers to map complex human interactions that take place in collective settings. According to Leont'ev (1978), the *object* determines the horizon of possible goals and actions that functions as the motive force driving the activity forward. The *subject* constructs the *object*, and “singles out those properties that prove to be essential for developing social practice” (Lektorsky,

1984, p. 137). The *object* of the activity is oriented towards a particular goal and is transformed to produce *outcomes* with the help of mediating *instruments*. The *outcome*, consistent or inconsistent with the *object*, represents the results or consequences that the subject finds once the activity is completed (Engeström, 1999). These instruments or artifacts are tools, signs, and various kinds of representations that occur within the *community*. *Division of labor* refers to the distribution of tasks, authority, and benefits among these participants in the community. The concept of *division of labor* also discusses “how tasks are divided horizontally among community members and refers to any vertical division of power and status” (Kozulin, 1986). *Rules* refer to the procedures people abide by and instruments are the tools (e.g. language) people use when they engage with other community members (Engeström, 1999).

For the purposes of this study, that of exploring Chinese language teacher candidates’ (CLTCs) navigation in their professional community of practice, I tentatively situated the current study in the Cultural Historical Activity Theory (CHAT). This has laid a foundation for further investigation of the theoretical framework that I used for my study.

1. *Subject*: Three Chinese language teacher candidates (CLTCs)
2. *Object*: Their successful completion of the internship.
3. *Rules*: regulations and rules that stipulated by school, district, state, and so on.
4. *Community*: There are multiple communities that those CLTCs belong. For example, CLTCs’ family, the schools that they worked for, and the university where they were enrolled.

5. *Division of Labor*: The role various people played in the communities shared by CLTCs.
6. *Instruments*: Pedagogical tools that CLTCs used for instruction, including lesson plans, documents, class materials, and textbooks.
7. *Outcomes*: The challenges that CLTCs experienced and strategies they used to navigate through the system.

A number of researchers used CHAT as an effective instrument in capturing the vigorous process of transforming prospective teachers' preconceptions about teaching and learning. For instance, Blanton, Simmons, and Warner (2001) provided a concrete example of using CHAT as a "robust tool for ... the preparation of teachers" (p. 438). Participants in Blanton et al. (2001) study were 37 undergraduate prospective teachers enrolled in two sections of an *Introduction to Teaching* course. By enrolling in this course, participants were required to participate in an after-school program "The Fifth Dimension" two times a week. As reported, in this study, the mediating tools included discourse, field notes, computers, web-based activities and databases, telecommunications, and distance learning. Rules and regulations for taking the course were class participation in "The Fifth Dimension", completion of assignments, and field note writing. The division of labor used to mediate activity included site coordination, faculty supervision, and assemblies of undergraduates and children. The community was comprised of children, undergraduates, faculty, site coordinators, after-school staff, and a research team. The objective was to challenge prospective teachers' preexisting beliefs about learning and to transform their beliefs; the outcome was exactly what the objective intended to achieve--to change their beliefs about learning being a linear process to

defining learning as a social process involving active participation of children in socially constituted practices.

CHAT is also used as a tool to discover the disconnections, breaks, and mismatches of the components within the activity system. According to Engeström (1999), conflicts do not occur accidentally or arbitrarily but are instead inherent in human activities and they can either hamper or assist in the attainment of the object (Yamagata-Lynch & Haudenschild, 2009). For example, a research publication by Spendlove, Howes, and Wake (2010) strongly advocates using CHAT to identify the disruptions, analyze problems, and propose solutions in activities. The evidence from their study clearly demonstrates that tensions existed within the university program and local school partnerships. Mentors tended to focus on introducing teacher candidates to the realities of schooling as opposed to assisting teacher candidates to develop working, reflective, pedagogic knowledge; university tutors, however, strongly disagree with the practice, emphasizing the value of a pedagogical understanding that enables rationalization of classroom actions. The paper suggested that according to the agreed upon rule (internship as an opportunity to apply learned pedagogical knowledge) and division of labor (mentor teachers as evaluators and supervisor of the implementation of pedagogical knowledge). The researchers arrived at the conclusion that there is a need to enrich the pedagogical knowledge of the subject (which was the mentors) to meet the object (which was to train teacher candidates to be pedagogically oriented practitioners).

Overall, the seven components of CHAT framework (namely *subject, object, rules, community, division of labor, instruments, and outcome*) provided me channels to look for possible major influences that have an impact on CLTCs' internship experience.

However, CHAT alone was not sufficient for me to fully capture all the dynamics presented in the internship.

Limitations of CHAT

Two limitations of the CHAT framework were taken into consideration before I created my own theoretical framework. First, as researchers (e.g. Stetsenko & Arieivitch, 2004) have pointed out that the CHAT framework focuses on revealing the underlying dynamics of activity components, especially its motives and goals but treats “self” in the activity system:

[...] as subordinate to, and originating from, collective exchanges and material production, and much less as a force that itself plays an active role in these processes. (Stetsenko & Arieivitch, 2004, p. 489)

In this sense, Stetsenko and Arieivitch concluded that “self” in the CHAT framework appears most often as a product of or a participant in collaborative processes, but much less as a force that enacts and contributes to those processes.

Much different from the passive treatment of self in CHAT, I viewed the participants, three CLTCs in my study, as the center, the engine of the progression of their internship. They were more than merely “subjects”. They were the people of flesh and blood, of hope and despair. They were, as the center, actively engaged in the interaction with other elements in the activity system, being shaped and in turn shaping other elements in the process of reaching their goals.

The other perceived limitation of CHAT was that it may not be sufficient to capture all the dynamics that are present in an internship. According to Oers, Wardekker, Elbers, and Der Veer (2010):

The theory and framework are particularly good at understanding well-defined activity systems such as industrial work places, and individuals as members of

such organizations. They do not, however, draw attention to the wider social, economical, historical and cultural force field in which such systems operate. (p. 242)

CLTCs' cross-cultural internship was not a "well-defined" activity. As foreign-born in the United States, CLTCs engaged in their internship in their second language and during a time period in which their home country is rising up to match the economic status in the world with the host country. The wider social, economical, historical, and cultural forces mentioned by Oers et al. (2010) were especially prominent in my study.

Because CHAT alone was not sufficient to examine all the dynamics that presented in CLTCs' internship, Legitimate Peripheral Participation (LPP) was also a contributor to the conceptualization of the theoretical framework.

Legitimate Peripheral Participation (LPP)

Lave and Wenger (1991) presented a view of learning based on social rather than psychological dynamics. They described the complex of knowledge and learning as interaction with others in a particular context and coined the term "Legitimate Peripheral Participation". Lave and Wenger viewed "Legitimate Peripheral Participation" as referring to a process which is characterized by social structures and social relations:

Legitimate peripheral participation provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artefacts, and communities of knowledge and practice. It concerns the process by which newcomers become part of a community of practice. (Lave & Wenger, 1991, p. 29)

Legitimate Peripheral Participation (LPP) describes how newcomers become experienced members and eventually old timers of a community of practice or collaborative project (Lave & Wenger 1991). According to LPP, newcomers become members of a community initially by participating in simple and low-risk tasks that are

nonetheless productive and necessary and further the goals of the community. Through peripheral activities, novices become acquainted with the tasks, vocabulary, and organizing principles of the community, which speaks to the growing process of CLTCs developing from inexperienced novice teachers to more experienced teachers during their internship.

Lave and Wenger (1991) extended this view of learning as a social process from newcomer to old timer in their conception of a community of practice. Lave and Wenger proposed that, “a community of practice is a set of relations among persons, activity, and world, over time and in relation to other tangential and overlapping communities of practice” (1991, p. 98). To them, a community includes a shared repertoire, a joint enterprise, and mutual engagement. A repertoire refers to the tools, actions, concepts, language of the community. A shared enterprise is a common goal or set of goals pursued by the community. Mutual engagement refers to the interdependence within the community. In the community of practice, newcomers are accepted and become “legitimate”. Peripheral newcomers, through participation, could develop identity through meaningful activities in the community and gradually moves towards full participation.

An example of how teacher candidates (TCs) develop their professional identities through legitimate peripheral participation is described in the case study (p. 47-68) of Tsui, Edwards, and Lopez-Real (2009). Four preservice English teachers who enrolled in the one- year post-baccalaureate certification program at the University of Hong Kong were placed in schools for observation and teaching practice. They were interviewed on topics including relationships with the mentor and other teachers in the school, fellow

TCs, the university supervisor, and the students; involvement in curriculum planning and decision making; access to facilities and resources and participation in the wider aspects of school life. Results indicated that even though all four TCs engaged in legitimate peripheral participation during the school internship experience, considerable variation was found in the legitimacy, peripherality, forms of participation, and the consequent results of their identity formation.

In terms of legitimacy, sources afforded to them had an impact on their self-perception. Two TCs, Maggie and Jean, were placed in the staff room and given a workspace with a proper desk. Moreover, they enjoyed the same access to resources and technical assistance as other teachers. Jean was even given a school e-mail account. Compared to Clair's desk by the door where staff normally placed their "junk" (p. 58) and limited access to teaching resources, Maggie and Jean felt they were more recognized as legitimate members of the teaching staff. Also, legitimacy of access to practice is reified in the labels and forms of address given to TCs. As the interview with Maggie showed, while she was introduced as the "student teacher" to students, she did not feel she possessed the same level of legitimacy as a "real teacher" in the classroom. But later the address "Mrs. Reilly" enabled her to see herself as no less than other teachers in the school (p. 62).

Teacher candidates (TCs) also had different attitudes towards their peripheral status and made different efforts to change that. Maggie felt she was lucky to join a community of practice in which the members acknowledged that she brought experiences with her. She was engaged in the core activities such as preparing curriculum materials and making pedagogical suggestions which were accepted as valid and appreciated. The

distinction between expert and novice becomes somewhat blurred in her case. But in the case of Claire, she treated the internship as a temporary placement that she would soon get out of. It was not worth her effort to interact with her mentor or other teachers, to engage more fully in the school activities beyond her own classroom teaching. She was kept at the periphery and there was no intention on the part of her mentor and other teachers to help her move away from the periphery.

Regarding the level of participation, the four TCs were not expected to participate fully in all the school activities defined by their roles. Their engagement in school affairs represent a mix of participation and nonparticipation as identified by Wenger (1998, p. 116). Participation (what they do) and nonparticipation (what they do not do) take on a different significance. In a positive sense, nonparticipation is a necessary factor to enable a kind of partial participation that leads to full participation. In the negative sense, nonparticipation could also inhibit full participation. Nonparticipation (e.g. observing other teachers' teaching or parent-teaching conferences) in the case of Maggie and Jean enabled them to better participate in certain aspects of the community's practice with the goal of full participation in the future. By contrast, nonparticipation in the case of Claire (e.g. little interaction with mentor and other teachers in school) did not seem to have enabled better participation in the school community.

The authors argued for more opportunities to provide the TCs to gain legitimate access to participation in the school community. Also, teacher educators should consider the kind of participations that are made available to TCs and the extent to which legitimacy of access to practice is granted to them profoundly affect the fashioning of their incipient professional identities.

My study has incorporated important concepts from LPP. First of all, LPP emphasizes that knowledge is acquired by doing. Knowledge is situated within the practices of the community of practice, rather than something which exists “out there” in books (Tsui et al., 2009). It rejects the separation of training and learning from practice. Expectedly, CLTCs were busily engaged in practices to build their knowledge of pedagogy and other aspects of teaching in their internship. Second, LPP articulates the process of how a novice moves from the periphery to a more core participation. This is exactly what CLTCs have experienced in their internship: through increased involvement in the school community, novices gradually mature and become more and more experienced. Third, LPP indicates that the newcomers bring in their previous knowledge and experience, and may contribute to the further development of the community. In Deter’s (2006) words, newcomers also bring about changes and transformation of the community (p. 825). CLTCs in this study have contributed to the operations of the school community via their engaged participation. Last, LPP also pays attention to moments of non-participation as discussed in Tsui et al.’s (2009) study since non-participation entails either further participation or withdrawal from participation. It reminds me of the importance of studying CLTCs’ non-participating moments.

Maxwell (2005) points that there are two main ways in which qualitative researchers often fail to make good use of existing theory: by not using it enough, and by relying too heavily and uncritically on it (p. 46). I realize that CHAT or LPP alone could not “illuminate everything” (Maxwell 2005, p.43) that I want to accomplish in my study, so I used both CHAT and LPP frameworks to enrich and guide my study of CLTCs.

An Adaptation and integration of CHAT and LPP

There are obvious overlaps between CHAT and LPP. They share the view that individuals' development occurs in the course of their participation in social practice, which in turn contributes to the development of these social practices and activities. Engestrom's (1999) idea of human development as a process in which people transform through their ongoing participation in cultural activities resonates with Lave and Wenger's (1991, 1998) notion of community of practice, which suggests that for individuals, learning is a matter of engaging in and contributing to the practice of their communities. However, according to Tsui et al. (2009) they complement each other in a meaningful way:

The activity theory framework leaves certain important issues unexplored, for example, the issues of legitimate access to an activity system or a particular group of participants in the system and the trajectory or participation in that system and the identities so constituted. The relationship among people is another issue that has been given less attention. But community of practice addresses some of these issues in a powerful way. (p. 34)

In literature, these two concepts are sometimes mixed together as a single theoretical framework. For example, Saka, Southerland, and Brooks's (2009) theoretical lens incorporates both CHAT and LPP. At the beginning, the authors argue that CHAT was a fitting framework, guiding them to explore the richness and depth of teachers' experiences and the complexities of their school context (p. 1001). Then they placed great emphasis on the notion of community of practice, which they also used "as a theoretical framework to explore how their involvement in community shapes novices' learning and development as a process of social participation" (p. 999).

The Saka et al. (2009) study illustrated that it is possible to combine the two theoretical frameworks - CHAT and LPP-- to study the transitional period that CLTCs

experience in their internship. The analysis of the seven components of in the CHAT framework was accompanied by the examination of how the two participants Nathan and Bob evolved from the periphery to the center of the internship activity. They brought with them aspirations of reform which was generated through the teacher education program to their teaching practice and wished to make a difference. Situated in different school settings in which the members of their school community supported or discouraged their reform-based teaching practices, Nathan and Bob encountered difficulties but also managed to adapt. As they moved further along to the center, they either fulfilled their teaching mission or failed their initial intentions.

The aforementioned Tsui et al. (2009) study is another excellent example of combining these two orientations in data analysis. This study drew a picture of how TCs engaged in two activity systems, namely, university and school. They transferred from the university activity system to the school activity system and strove to move from the periphery to the center in the school activity system.

In my study, I have adapted as well as integrated both CHAT and LPP. The thought process is shown in Illustration II.

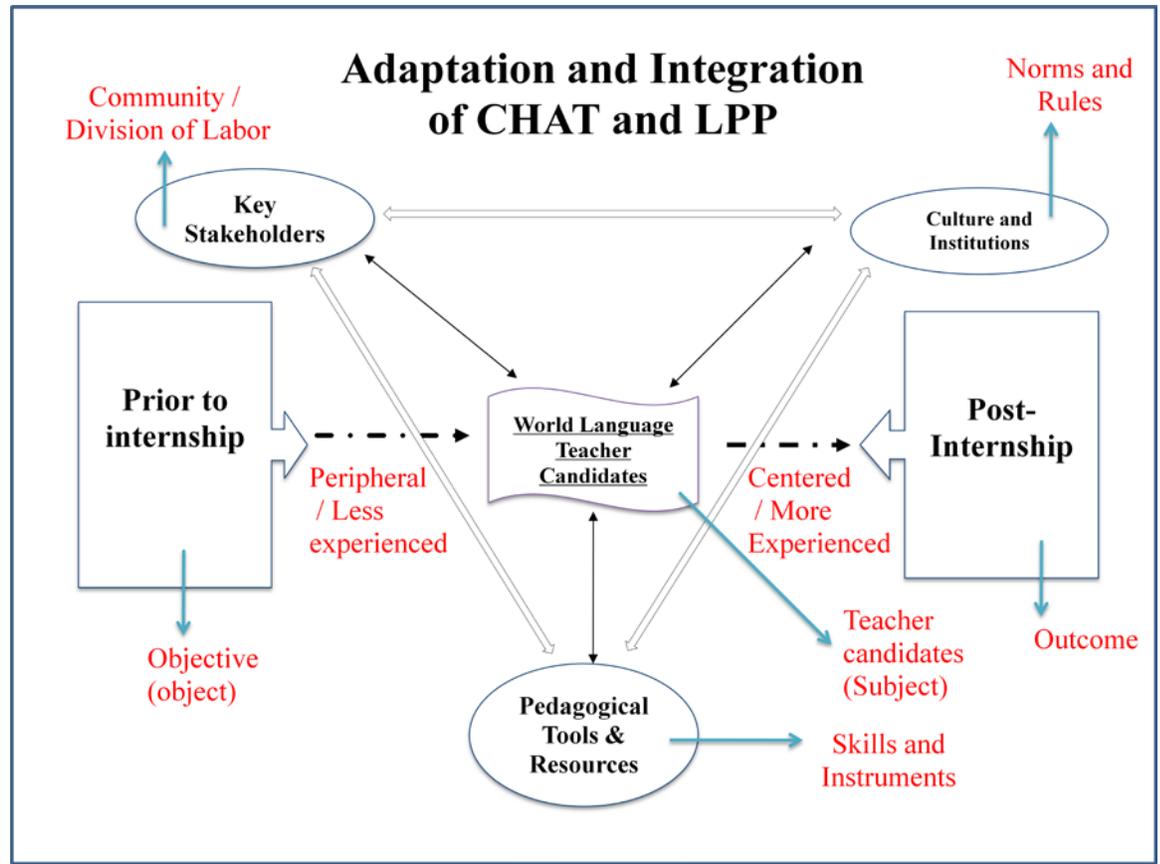


Illustration II. The Thought Process of Adaptation and Integration of CHAT and LPP

In this illustration, the terms used in CHAT are modified to be more specific for this study. “Subject” in CHAT is changed to teacher candidates for clarity purpose. The reason to use the term “world language teacher candidates” in the middle is that I hope the conceptual framework could have a broader implication for teacher candidates of other languages, not confining only to the Chinese language. “Objects” and “Outcomes” are indicated in the “prior to internship” and “post-internship” since teacher candidates normally set up their objectives for the internship before they start their internship. Those objectives may or may not be in consistent with the outcome by the end of internship. “Division of labor” refers to the various roles that people in the “community” play. To

combine the two concepts of “division of labor” and “community”, I chose to use “key stakeholders” as the term indicates the people that CLTCs interacted with during their internship. To me, “norms and rules” are not the best term to describe the regulations that CLTCs had to observe in their host institutions because they are too general. Therefore, the term “culture and institution” is chosen in my framework so that different cultural norms that are associated with institutional regulations are capitalized. Finally, “pedagogical tools and resources” is used instead of “instruments” as in CHAT because in the context of teacher development, the instruments that facilitate teachers’ work are actually the tools and resources for instruction.

Detailed description of the thought process is presented in the section below in which I specify the various components of the conceptual framework.

CONCEPTUAL FRAMEWORK OF THE STUDY

Conceptual framework development is essential to a case study. As Yin (2002) pointed out “This role of conceptual framework development, prior to the conduct of any data collection, is one point of difference between case studies and related methods such as ethnography and grounded theory” (p. 28).

Miles and Huberman (1984) defined a conceptual framework as a visual or written product, one that “explains, either graphically or in narrative form, the main things to be studied – the key factors, concepts, or variables – and the presumed relationships among them” (p. 18).

Accordingly, Maxwell (2005) asserts that:

The conceptual framework for your research study is something that is *constructed*, not found. It incorporates pieces that are borrowed from elsewhere, but the structure, the overall coherence, is something that you build, not something that exists readymade. It is important for you to pay attention to the

existing theories and research that are relevant to what you plan to study. Because these are often key sources for understanding what is going on with these phenomena. (p. 35)

Illustration III shows the conceptual framework that I used for the study.

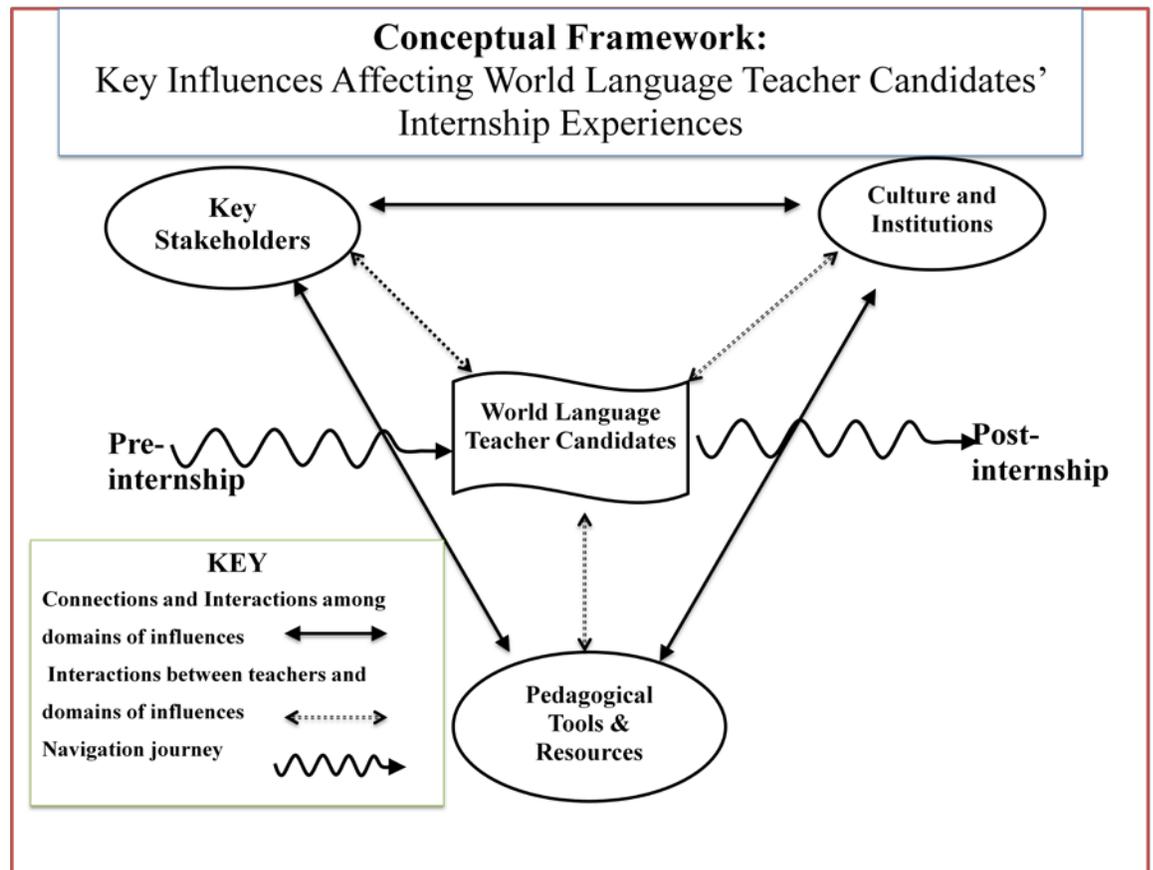


Illustration III. A Conceptual Framework: Key Influences Affecting World Language Teacher Candidates' Internship Experiences

In the CHAT framework, the main activity participant or initiator is called “subject”. *Merriam-Webster Online Dictionary* states that subject refers to some one that is placed under authority or control. The connotation is that the subject is passive, less powerful, and even less important. On the contrary, from my preliminary observation of the three Chinese Language Teacher Candidates' (CLTCs) participation in their certification program, they are by no means passive “subjects” who are viewed as less

important than any other people in the community. Rather, they are central to the internship activity. Therefore, as an attempt to capture a more active role of “subject” in my conceptual framework, I put my participants at the center of the framework.

In the bubble on the left upper corner, the word “stakeholder” means someone who is involved in or affected by a course of action, according to the *Merriam-Webster Online Dictionary*. I use this word because as it is discussed in previous literature review, people in the university (advisor, supervisor, classmates, coordinator), people in the school (mentor teacher, students, parents, administrator, other staff and faculty), and people outside of the university and school (family, friends, Chinese language teachers in other schools, teacher educators in professional organizations) all are involved in the three CLTCs’ participation in internship. Much of their influence on the three CLTCs is direct and prominent. For example, mentor teachers work on a daily basis with TCs to guide, supervise, assist, and evaluate their teaching practice. Other people that TCs are dealing with everyday such as school supporting staff may be more subtle and less significant, but all of them who may have an impact on CLTCs’ internship experience are all “key stakeholders.”

The bubble on the right upper corner means culture and institutions. The word “institution”, as explained in *Merriam-Webster Online Dictionary*, is an organization, establishment, foundation, or society devoted to the promotion of a particular cause or program, especially one of a public or educational character. In my study, the school was the main institution where internship and employment took place. Other institutions involved in the study were the university and the state department of education which was in charge of student teacher certification. The meaning of “institution” is closely

related to “culture” because in order for an institution to function, people have to follow a set of organized or established rules or cultural practices.

I recognize that CLTCs were in different types of institutions and therefore were subjected to different regulations. For example, states have clear regulations for certification process in which student teaching is an integrated part. In different districts, there are commonly accepted guidelines for how world languages should be, taught, and assessed, how early students should start learning a world language, what world language are available for students to learn, and how long they should learn the language. Lower in the hierarchy, schools and classes have their own set of rules that are supposed to be observed by CLTCs, including individual criminal background checks prior to entering the school setting, school dress code, and so on. For the purpose of my study, I focused more on the institutions and regulations that have the closest relationship to CLTCs’ internship experience, namely, the county, the school, and the class context.

I treated “culture” in my study with great caution. It was my intention not to dwell extensively on Chinese and US cultural differences since it was not the focus of my study. Admittedly, culture was an obvious and important factor in the investigation of foreign-born teachers’ teaching practice in the US. For the purpose of the study, however, to explore the personal and contextual influences on CLTC’s participation of the internship and the results of the participation, the narrowly defined culture was not the only and the most important element in it. In my study, the culture refers to a reflection of teachers’ own perception and reactions to situations.

In the bubble in the lower middle position, the term “Pedagogical Tools and Resources” refers to curriculum, textbooks, lesson plans, and other teaching materials

that CLTCs use for instruction. But other teaching-related tools such as classroom facilities and classroom decor, students' desk arrangement and teacher's work space are perceived to influence CLTCs' self-identity and teaching practice (Wang, 2002). For instance, CLTCs might find US classroom decorations, facilities, arrangement different from what they used to see in China. The space they are assigned to work could constrain their class activities.

The three bubbles are interconnected by arrows because they are not in isolation of one another. "Institutions," for example, may dictate the use of "tools". In this case, districts may have specific guidelines for teaching world languages in high school classrooms – what curriculum and textbooks are recommended for schools and how assessment should be conducted. In another case, "key stakeholders" are representatives of "institutions", mentor teachers are school-based and internship supervisors are university-based but who visit schools on a regular basis to assist as well as evaluate interns.

When teacher candidates engage in and also interact with the three domains of influences, they experience resonances and contradictions. In *Merriam-Webster Online Dictionary*, "resonances" indicates echoing, consistency. "Resonances" in the framework mainly represents CLTCs' positive interaction with the various influences they encountered in internship. "Contradictions", on the other hand mean a situation in which inherent factors, actions, or propositions are inconsistent or contrary to one another. However, in CHAT, contradictions are not the same as problems or conflicts. Contradictions are historically accumulating structural tensions within and between activity systems, according to Engeström (2001, p. 137). Also, contradictions are viewed

as the driving force of change and development in activity systems (p.135).

Contradictions in my study mainly refer to negative interactions that happen between CLTCs and all the influential factors around them. In some cases, contradictions could be resolved or relieved as a result of navigation; in other cases, contradictions remained unresolved.

My intention is to identify the positive side of the internship, which means I will focus more on CLTCs' navigation strategies and the personal as well as professional growth they experience as a result of the internship. Navigation requires CLTCs to cope with uncertainty and unfamiliarity and to acquire the necessary competence to function satisfactorily, at least at a minimal level, in a process to achieve compatibility.

Development is what CLTCs have achieved on the personal and professional levels. This decision to focus on navigation strategies is in consent with the goal of informing policy and practice for CLTC training.

Please note that at the middle of the framework, CLTCs' development is not in static state, so it is situated in a flying carpet- shaped box, representing its constantly changing nature. Also, the timeline from pre-internship to post-internship is represented in a wave line because their development is full of twists and turns. The timeline also indicates CLTCs' development from "less experienced" teachers to "more experienced teachers."

This two-dimensional framework is work in progress. However, the conceptual framework can be looked at as a critical reaction to theories discussed previously. The conceptual framework helped me develop a deeper understanding of social-cultural theory and facilitates the development of research questions. It also served as a tool for my

data collection and analysis as well. In the process of data analysis, important concepts in the framework often became tools of coding and categorization.

With the theoretical framework, I continued to search in the literature databases regarding the various factors and relationships influencing pre-service world language teachers' learning and development. I also searched for literature documenting foreign-born teachers' personal and professional lives outside of their country of origin.

I made several strategic decisions that would define the limitations of this part of the review. First, I typed the key words in my research questions to search in major educational databases, such as Education Research Complete (EBSCO), JSTOR Education, and ERIC for scholarly journals which have met rigorous standards of review and are more widely distributed. I used a variety of combinations of key words including "foreign language teachers" "K-12 preservice teachers" "internship" "teaching practice" "relationship" "factors" "international teachers" "foreign-born teachers" to cross search in multiple databases. Less than a hundred records came up, most of which are written in English and focused on English-speaking countries. On the basis of my preliminary analysis of this body of research, I constructed other decision rules to limit further what I was to analyze and review. I relied on the key words of the studies chosen by the authors as well as the abstracts to determine whether the studies were about preservice teachers, especially preservice world language teachers, or if the purposes were to reveal the factors or relations that would influence those preservice teachers' learning and development. Both theoretical and empirical studies were reviewed because of their distinctive contribution to my understanding of the field.

The review is not intended to be exhaustive but to highlight the most significant discussions of the various factors and relations that may influence preservice teachers' learning and development, as well as to unveil the challenges and opportunities facing foreign-born teachers. The purpose of these two parts of the literature review is to inform the major findings in the field and identify research gaps which can be addressed by my study.

KEY FACTORS AND MAJOR RELATIONS IMPACTING PRESERVICE WORLD LANGUAGE TEACHERS' LEARNING AND DEVELOPMENT

The “What” and “How” Aspects of Teacher Education

Darling-Hammond (2006) used two words to highlight the two essential components of teacher education – “what” and “how”. The “what” part of teacher education refers to the knowledge and skills teacher candidates, especially world language teacher candidates, need to develop. I also examine studies that discuss the “how” part of teacher education - the professional experiences that pre-service teachers acquire during in their internships.

The “what” aspect

According to Darling-Hammond's (2006) framework for understanding teaching and learning, knowledge of learners and their development in social contexts, knowledge of subject matter and curriculum goals, and knowledge of teaching, including content plus pedagogy, are the three essential components of teacher knowledge.

Many teacher educators and researchers have been exploring what world language teachers should know in order to be effective instructors. For example, Merino (1999) identified three key elements of foreign language teacher knowledge areas as she

examined California's CLAD program. The three areas she identifies were 1) language structure and L1 and L2 language development, 2) methodology, and 3) culture and cultural diversity. Similarly, Menken and Antunez (2001) have provided us with a comprehensive matrix which defines crucial elements of effective preparation of teachers of bilingual students. In their matrix, knowledge of pedagogy, linguistics, and cultural and linguistic diversity were important components of the teacher knowledge base. But in their matrix, pedagogy and diversity were more heavily weighted than linguistics, which aroused some debate among teacher educators. Even though different pre-service teacher programs put different weights on various aspects of the teacher knowledge base, they generally agree that knowledge of pedagogy, linguistics, and diversity are essential for any FL teacher preparation program.

Extended from those conversations, in terms of linguistics, Wang (2009) asserted that native speakers who plan to teach less-commonly-taught languages, such as Arabic, Chinese, and Hindi in the United States, need to strengthen their linguistic, metalinguistic, and sociolinguistic knowledge of their native tongue so that they can explain well "the complex rules of usages among native speakers to US students. (p. 285)". Wang (2009) further pointed out that native-speaking world language teachers should improve their English communication skills as well as their ability to use their native language as an instructional medium in classes.

Freeman and Johnson (1998) stressed the core of the new knowledge base for world language teachers must focus on the process of teaching, which includes the teacher who does it, the contexts in which it is done, the pedagogy that is applied, and teacher learning. Shulman (1986) also emphasized to the concept of "pedagogical content

knowledge” which refers to “the ways of representing and formulating the subject that make it comprehensible to others” (p. 9). This not only requires teachers to possess the “most useful form of representations of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations” (p. 9), but also teachers should understand the background of their students so well that they can apply the most appropriate strategies to meet students’ unique needs. To cultivate pedagogical content knowledge, teachers should engage both research and the teaching practice.

The “how” aspect

The “how” part deals with the teaching internship. Three concerns are associated with teaching practice – the apprenticeship of observation, the problem of enactment, and the problem of complexity (Darling-Hammond, 2006). The first concern is “the apprenticeship of observation.” As previously discussed, sociocultural theory recognizes that prior learning experiences are pivotal in shaping preservice teachers’ beliefs. However, teacher candidates’ previous experiences as students may have a negative impact on their growth as professionals once they start teaching in classrooms. For example, foreign-born Chinese language teachers may teach US students the way they have learned Chinese language in China when they were in elementary schools by emphasizing memorization and drill practices. But US students may not find this rote learning method effective or attractive. Therefore, for the internship, it is highly important for teacher educators to assist preservice teachers in wisely choosing what to abandon and what to keep about teaching and learning from their own experiences as students. It is even more important for preservice teachers to learn about their students’ background so that they could modify their practice according to students’ needs.

Darling-Hammond (2006) also talks about “the problem of enactment” which indicates that new teachers should learn not only to “think like a teacher” but also to “act as a teacher” (Kennedy, 1999). In other words, preservice teachers are in the role of handling multiple tasks simultaneously and dealing with multiple realities all the time. They need not only to know their responsibilities, but they also need to know how to manage them. Another concept that Darling-Hammond (2006) put forward is “the problem of complexity” which is based on the idea that teaching cannot always be routinized. Consequently teachers need to learn how to make quick decisions due to changing realities (Hammerness, Darling-Hammond, & Bransford, 2005, p. 359).

Connecting to these three concerns, Darling-Hammond (2006) outlined her ideas of three approaches for teacher education programs to help pre-service teachers achieve optimum outcomes in their internships. The first important element is coherence in course work and strong integration with clinical work. In her explanation, course work in highly successful programs is carefully sequenced based on a strong theory of learning to teach; courses are designed to intersect with each other, are aggregated into a well-understood landscape of learning, and are tightly interwoven with the advisement process and students’ work in schools (p. 306). However, in reality, many programs are largely a collection of unrelated courses without a common conception of teaching and learning and teacher candidates are left on their own to make sense of disparate, unconnected experiences. Darling Hammond (2006) realized that creating coherence has been difficult in teacher education because of departmental divides, individualistic norms, and the hiring of part-time adjunct instructors in some institutions.

The second important feature of teacher education programs, according to Darling Hammond (2006), requires extensive and intensely supervised clinical work, tightly integrated with coursework. In this way, preservice teachers who are immersed in practice would find that academic work makes more sense to them.

The last suggestion is to build new relationships with schools. According to Darling Hammond (2006), teacher education programs should work to create PDSs (Professional Development Schools) that construct state-of-the art practice in communities. When PDSs develop both school practices as well as the individual practices of new teacher candidates, PDSs also simultaneously restructure school programs and teacher education programs, redefining teaching and learning for all members of the profession and the school community (p. 310).

While Darling Hammond's (2006) three approaches are program-focused, from a teacher – focused point of view, Wang (2009) advocates that teacher educators should recognize teacher candidates' developmental stages and “design a career scope and sequence that provides ample room for growth (p. 286).” In her argument, teacher candidates should be provided the opportunity to develop leadership skills in practice so that they could advocate for the development of their programs and eventually serve as an agent of change.

The Assessment of Practicum

Rorrison (2010) suggests a new view of assessment of the practicum in teacher education. By transcending the stereotypes of “failing” teacher candidates who do not achieve traditional benchmarks, a more humane, trusting and respectful attitude towards assessment is suggested. Rorrison's (2010) study highlighted the complexity, diversity

and inequality of experiences through listening to the voices of the teacher candidates. It also advocated an evaluation of the context and a focus on progress and development rather than absolute attainment of success in the internship. The survey results reported in another study (Chireshe & Chireshe, 2010) revealed that most teacher candidates, regardless of their gender, value the fairness of the practicum assessment the most. They also prefer advice and encouragement over criticism from both mentor teachers and university supervisors.

Teacher Anticipation vs. Reality

The mismatch between preservice teachers' expectations and the realities of internship has a hard-to-neglect influence on teacher candidates' decisions to either continue or discontinue their teaching journeys. Studies that have focused on the reasons teacher candidates drop out of teacher education programs after their internships (Chambers, Hobson, & Tracey, 2010; Hobson, Giannakaki, & Chambers, 2009; Hobson et al., 2006) have pointed out that teacher candidates are likely to encounter "reality shock" (Chambers et al. 2010, p. 121) in their internship and decide not to join the teaching profession later. For example, the three participants in the Chambers et al. (2010) study, Jo, Tina, and Lauren, all had a "rose tinted view" (p. 120) of teaching prior to their internship – short working days, long holidays, the opportunity to make a difference in children's lives, and so on. While being placed in their internship for a while, they realized that teaching is very demanding, not the job they expected at all. To Lauren, lesson planning at home leaves her no time to be with her children. For Jo, she realized that teaching is not paid as much as the previous job she had, but with longer working

hours. She also felt disappointed that she was less respected in teaching than in her previous science research job.

Teacher Disposition

The study of teacher dispositions has long been neglected in teacher education (Collinson, 1999). The understanding of teacher dispositions often loosely equates to teachers' values, beliefs, attitudes, characteristics, professional behaviors and qualities, ethics, and perceptions (Thornton, 2006). One example is that NCATE (2000) generally defines dispositions as "values, attitudes, and beliefs" that supports students' learning and development.

A review of literature reveals different dimensions of teacher candidates (TCs)' dispositions: the moral and ethical standards, the professional behavior, and self-reflection. In my understanding, the three dimensions reflect the basic expectations for teachers to be ethical, to be professional, and to be reflective.

First, although moral and ethical judgments are made through schema that are developed in conjunction with other principles such as those based in religion or culture, there are certain common expectations from teachers in this domain, such as abiding by the law, and being honest and fair to all students. In teacher education, much of the work has been focused on fostering positive dispositions towards diversity (Major & Brock, 2003) and addresses the issue of teacher candidates entering teacher preparation programs with beliefs and dispositions that work against the success of students from diverse backgrounds (Shutz, Keyhart, & Reck, 1996). This line of research addresses the mismatch between teachers' and students' backgrounds, experiences, languages and the

resulting attitudes of teachers. Such mismatches often lead teachers to see children of diverse backgrounds as children with deficits as learners (Zeichner, 1996).

Second, preservice teachers' dispositions are reflected in their professional behaviors. Professionalism that teacher candidates exhibit both prior to or during field experience is often represented in a collection of checklists, rating scales, and rubrics, containing language such as commitment, attendance, preparation, punctuality, appropriate dress, and so on. For example, the checklist that Rike and Kathryn (2008) created to assess preservice teachers' professional preparation comprised four parts: Class Behaviors, Practicum Behaviors, Communication Skills, and General Dispositions. Through three evaluations (pre-, during-, and post-coursework), they arrived at the conclusion that the checklist has served as a very useful tool for teacher educators to understand prospective teachers' disposition features.

Third, preservice teachers' ability to reflect on their beliefs and practices is also an important component of their disposition. Reflective essays and interviews about one's beliefs as an educator are often employed to inform admissions decisions and to document changes in candidates' dispositions during a teacher's preparation program. Student teacher reflection could also be a powerful tool for their future success in teaching. For example, Brannon and Fiene's (2010) study compared reflection skills of teacher candidates who were rated as more successful and less successful teacher candidates. They found that reflection skills not only influenced teacher candidates' teaching practice, but also changed their self-perception as capable teachers. Results showed that more successful teacher candidates engaged in more reflection thus they were more able to analyze their teaching, make revisions accordingly, and then

implement changes than those less reflective teacher candidates. More reflective teacher candidates also had a stronger sense of self efficacy regarding student engagement, instructional support, and classroom management.

Second Language Teacher Identity Development

World language teacher identity development is considered one of the most critical components in the sociocultural and sociopolitical landscape of world languages education (Burns & Richards, 2009). The understanding of identity development involves the following three central themes (Varghese, Morgan, Johnston, & Johnson, 2005).

First, identity is viewed as multi-dimensional, conflicting, and transformative in nature rather than a fixed and static coherence (Gergen, 1991; Norton Peirce, 1995). For instance, Johnson(1992) investigated the language teacher identity of a new teacher—a nonnative English speaking graduate student Marc in an TESOL program. In the study, Marc sought to reconcile her conflicting identities as student and teacher. The situation was further complicated by the fact that she was both a student of teaching and a student of the language. Keenly aware of her overlapping and multiple identities as a TESOL graduate student/ ESL teacher/English language learner, Marc’s attempts to balance these identities presented challenges for her and for her mentor teacher during her teaching practicum. Later, her membership in TESOL’s Nonnative English Speaker Teacher Caucus made her realize that nonnative English teachers could also make valuable contributions to the TESOL field. She began to learn to reconcile with her conflicting multiple identities and to make the most of her unique life experience to enhance her teaching.

The second central idea revolves around the understanding that identity formation is internally related to social, cultural, and political context, rather than context free (Duff & Uchida, 1997). Many studies in this domain have confirmed that identity is “relational and experiential, social and personal (Tsui, 2011, p. 33)”, namely, identity pertains to the perception of oneself in relation to others and to oneself. For example, Tsui and Edwards’s (2009) study with world languages preservice teachers found out that preservice teachers placed in different schools have developed their identities in different ways depending on the extent to which opportunities were provided to them to engage in core activities (such as teacher conferences) and to the extent they respond to those opportunities.

Moreover, McCall (1995) explored how the beliefs of preservice social studies teachers about diversity were constructed as a result of their life experiences. According to McCall, student teachers exposed to discrimination were more likely to embrace multicultural ideologies than student teachers who had not been discriminated against. Similarly, Scott’s (1995) investigation of the perceptions of education students participating in a field experience revealed that students had negative reactions to working environments that did not resemble their own school experience. Therefore, Wang (2009) stressed the importance of coming to terms with one’s old identity and adapt to new conditions. She urged foreign-born preservice teachers who come from a homogeneous culture to recognize and acknowledge the role of race and diversity in US schools before they can fully function in the multicultural settings.

The third observation is concerned with the idea that identity is constructed and negotiated through discourse to a significant extent (Gee, 1996; MacLure, 1993). Power

is stressed in this line of study. While some researchers acclaim the importance of teachers' individual ability to act on the world, others contend that teachers' active roles can be restricted by policies and institutional regulations that requires conformity. It is the interaction and negotiation of the two forces that shapes teachers identities (Moore, Edwards, Halpin, & George, 2002).

McAllister and Irvine (2000) asserted identity development is an important part of the learning process for preservice teachers and individuals may be at different stages of learning and acceptance of their own identity. Also, individuals from "marginalized ethnic groups may have identity development journeys different from those characteristic of members of the dominant culture" (McAllister & Irvine, 2000, p. 13). Becoming aware of how teachers' identities are constructed and how their identities influence teaching practices is essential for facilitating the border crossing experiences of preservice teachers.

Relationships Within / Outside of School

The people that teacher candidates are interacting with on a daily basis in school have a pivotal role in defining teacher candidates' experience given the extensively long time teacher candidates are physically present at one single school during the internship (Hobson et al., 2006). Studies point to mentor teachers, university supervisors, and students as the most important people in shaping the quality of the internship.

Many researchers (e.g. Campbell & Brummett, 2007; Ganser, 1996; Kyle, Moore, & Sanders, 1999) suggest that both mentor teachers and supervisors exert a great deal of influence on the context and outcomes of the student teaching experience and on the actions and beliefs of the teacher candidates. Ganser (1996) analyzed that mentor and

supervising teachers who demonstrate their willingness and competence to engage in constructive and critical review as feedback and reflection of teacher candidates' performance, and who are also caring and supportive are ideal for teacher candidates' learning and growth.

In the literature, a considerable amount of attention has also been given to the teacher-student relationship which helps us to understand teacher candidates and their students' relationship. This domain of research (For example, Rajuan, Beijaard, & Verloop, 2007) concludes that positive relationships between teachers and their students will improve students' academic achievement, behavior, and emotional well-being. In turn, a good teacher -student relationship also contributes to the sense of achievement and satisfaction for teachers. However, studies (Froyen & Iverson, 1999) show that many preservice teachers encounter challenges in behavior management in class which affects teacher candidates' self-efficacy and teaching effectiveness. In previously mentioned studies (Chambers et al., 2010; Hobson et al., 2009) teacher candidates' failure to maintain a good relationship or failure to connect with students will push them to decide to leave the teaching profession.

As for other people with whom teacher candidates interact, Chambers et al. (2010) report that low morale among the cohort of teachers in school, a lack of support from family, and a sense of professional isolation would also lead to teacher candidates' withdrawal from the profession. It is reasonable to infer that preservice teacher relationships with other faculty and staff in the school would determine their internship quality to some extent. Outside of school, family support and professional networks are

of great importance to increase preservice teachers' confidence and satisfaction with their work.

Working Conditions and Other Socio-political Factors

Working conditions have been proved to have a direct impact on teachers' performance and satisfaction. Schneider (2003) documented how a large sample of teachers in Chicago and Washington, D.C. rate the working conditions in their schools and how they perceive that these conditions affect their job performance and teaching effectiveness. Teachers were asked to evaluate their surroundings, including the degree of overcrowding, the availability and adequacy of such specialized facilities as science labs and music rooms, and physiological factors, including indoor air quality, thermal comfort, classroom lighting, and noise levels. School facilities have a direct affect on teaching and learning. Poor school conditions make it more difficult for teachers to deliver an adequate education to their students, adversely affect teachers' health, and increase the likelihood that teachers will leave their school and the teaching profession.

Lopez-Gomez and Albright's (2009) research specifically explained a survey regarding the working conditions of world language teachers in public and private schools across the United States. The responses show that, although world language teachers must meet the same training and certification requirements as other instructors, they end up working under far more difficult conditions. A large number of teachers reported being responsible for an unwieldy number of students while lacking textbooks, a dedicated classroom, or time and space to prepare for classes. The results suggest that foreign-language instruction could become more effective if the working environment improves.

Many reasons could contribute to the undesirable working conditions faced by world language teachers in the US. Reagan and Osborn (2002) listed a number of possible constraints affecting world language teachers' performances in school:

[...] the amount of time actually devoted to foreign language teaching and learning, the lack of significant extracurricular institutional support for foreign language learning, institutional and individual biases with respect to which languages are offered and who takes which language, the public justifications for foreign language education, the articulated goals of foreign language education, and finally, what might be termed the social expectation. (p. 3)

Based on Reagan and Osborn's (2002) research, to further explore socio-political conditions of world languages teaching in the US, Lacorte (2006) conducted a series of semi-constructed interviews with 20 native and non-native teachers of Spanish. The results revealed that the social context and institutional environment are the most influential factors affecting Spanish language teachers' work. For example, the perceived lower status of world language teachers in the US and a shortage of funding to world languages programs, together with the limited social and economic recognition given to the teaching profession as a whole have proven to negatively impact those Spanish teachers' satisfaction with their job.

To summarize, this part of the literature review provides a picture of the key factors and major relations that may have an influence on preservice teachers' learning and development. The next part of the literature review focus specifically on foreign-born preservice and in-service teachers.

CHALLENGES AND OPPORTUNITIES FACING FOREIGN-BORN TEACHERS

Studies focusing on foreign-born teacher candidates' internships and work experiences in the school systems outside their country of origin were analyzed

systematically in this part. Priority was given to the studies that deal with the challenges and navigation strategies that foreign-born teachers experience in their work.

Challenges

Major challenges encountered by foreign-born teachers in the aspects of English proficiency and foreign accent, cultural and school system differences, and relationship with mentor teachers are stressed in the literature.

In order to function effectively in various educational contexts in an English-speaking country, foreign-born teacher candidates (ITCs) need very high levels of English proficiency. Many studies report, however, that inadequate English proficiency and foreign accents are the major obstacles for ITCs to enter the teaching profession and for them to succeed in employment. For example, Myles, Cheng, and Wang (2006), found that many ITCs had to accept their status as “linguistically handicapped” (p. 233) and that their nonnative English accent posed a disadvantage for their joining the teaching force in Ontario elementary schools. Participants in Myles et al.’s (2006) study admitted they were afraid they were unable to model correct and appropriate language for young children because of their accent and lack of familiarity with the language. They may also have tried to remain silent for fear of saying something wrong or being ridiculed for their accent when they interacted with associate teachers and colleagues (p. 241). This “I can’t” mindset negatively impacted their participation in the community of practice and thus reduced their chances of being employed.

Farahnaz’s study (2010) identifies the specific areas of language barriers for five internationally educated teacher candidates (IETCs) enrolled in a Bachelor of Education program in Ontario. Through interviews and class observations, Farahnaz found that the

five IETCs were in urgent need of developing their reading and writing skills. As the study reports, challenging reading tasks for IETCs included reading course material, student submissions, feedback from teacher educators and associate teachers, and, more important, reading curriculum, school, and ministry documents. Challenging writing tasks for IETCs included writing a lesson plan, writing on the blackboard, writing comments in reports for parents, writing assignments and assessment tools for students in the practicum, and providing written feedback for students (p. 5).

Suggestions for improvement are directed to both IETCs and teacher education programs. The IETCs should “enhance their general proficiency level as well as teaching-specific language skills” (p. 13) with an emphasis on familiarizing themselves with the use of classroom language. Teacher educators should model correct use of language in their own classes and allow time for one-on-one assistance. At the same time, the program should create a support system ranging from workshops to individualized help to address specific needs and introduce strategies.

To address the culture and education system issue, Myles et al. (2006) disclosed that teacher candidates were caught between the philosophy of education in Western countries and that of the candidates’ home countries. Since most of their participants came from countries in which education is characterized by uniform, teacher-directed instruction, a centrally mandated curriculum, book knowledge, memorization, and standardized testing, they tended to put a lot of emphasis on students’ acquisition of the basic skills and canons of knowledge (p. 238). The four Chinese novice teachers in a US Chinese-English immersion schools also encountered the same difficulty as they were criticized on putting too much emphasis on rote and mechanical memorization as

opposed to student-center learning (Romig, 2009, p. 88). As a result TCs in had to adjust to this child-centered framework even though they thought the framework was unstructured and produced lazy learners (Myles et al., 2006, p. 239).

Romig's (2009) two-year ethnographic study also put in the spotlight the unique cross-cultural behavior management and pedagogical difficulties that four Chinese novice teachers encounter in one US Chinese-English immersion school. The author discovered that those Chinese language teachers' frustrations with behavior management and pedagogical issues in a foreign context was complicated by their inexperience as novice teachers. However, the author attribbites all the difficulties that the novice teachers have encountered in school to either cultural differences or inexperience. Other factors, such as school context and teachers' disposition were not given as much attention.

The third challenge, how to establish and maintain a good relationship with mentor teachers or supervising teachers, is highlighted in the Santoro study (1997). This study focused on the relationship of two Chinese teacher candidates (TCs) and their supervising teachers during a four-week practicum as teachers of English as a second language (ESL) in Melbourne secondary schools. Specifically, the researcher wanted to discover the supervising teachers' role in shaping the identities of the two internationally educated TCs from the perspective of critical discourse analysis (Fairclough, 1992). Results revealed that their supervising teachers had different approaches in allowing them access to teacher knowledge and power and had different attitudes toward the development of teacher identities, both of which greatly affected the practicum experience of these two Chinese TCs. One of the participants, Ling, viewed her practicum as "difficult" and "frustrating" because her supervisor undermined any

attempts Ling made to establish her own authority and credibility within the classroom (p. 3). Her supervisor considered herself the real teacher and the owner of knowledge while positioning Ling as the “alien other” (p. 3) “with no English” (p. 5). Conversely, the other Chinese student teacher, James, had a very positive and fruitful experience with his practicum. He was valued as a student teacher with great potential. His supervisor empowered James to take on the role of teacher and win the respect of the students by allowing his non-English-speaking background to work for him rather than against him. For example, the mentor teacher would lead students to see what James had accomplished as a world languages learner and encouraged students to be as bilingual as James. In conclusion, Santoro suggests that supervisors be aware of their own potential ethnocentrism toward overseas-born-and-educated TCs and show more understanding and support for them because they have to make the transition from student teacher to teacher within an unfamiliar educational system. The author also urges university teacher education programs to offer special assistance to internationally educated students by providing extra courses on the new culture and school system and by guiding them more closely in their practicum (p. 7).

Other challenges reported by Myles et al. (2006) show that many of the candidates had limited previous experience in elementary education and thus lacked practice in dealing with young children in the Ontario elementary schools (p. 239). Teacher candidates, therefore, had to transfer their experience with their own children in order to connect with younger learners (p. 240).

Foreign-born teacher candidates (TCs) may also experience subtle discrimination in teacher education programs and employment. Ragnarsdóttir’s (2010) study revealed

that the foreign-born teacher candidates felt they had not been able to make proper use of the resources and experiences they had brought to the university. Many of them felt marginalized and isolated and felt they were not included in the class work and were not welcome in class discussions. The TCs also talked of being silenced in classes and feeling their self-respect diminished, particularly in the first year as their teachers and fellow students were not interested in their contributions in classes. Sheets and Chew's (2002) study with 32 bilingual Chinese American teachers at San Francisco State University course also show that white students in the teacher education program dominated class discussion and the courses were designed for and dominated by the needs of white teacher candidates (p. 135). Recommendations by researchers suggested teacher educators should realize the value of the "diversity capital" (Bourdieu, 1977) in that they offer the dominant group the opportunity to see things "otherwise."

Researchers also reported discrimination that ITCs encountered in seeking employment. Myles, Cheng, and Wang's (2006) study gave special attention to their vulnerability and "otherness" (p. 236) in the community. They reported that their participants' prior teaching experience might not be fully credited as evidence of competence because "they are despised, feared, or simply ignored" by the authorities in their host country (p. 236). Pollock (2006) found out that people with accents from countries that most reflected the dominant teaching population (i.e., the white population) such as the U.K., Australia, and New Zealand appeared to be less hindered in their access to the profession than other IETs who possessed accents from nonwestern countries (p. 2). In a 2010 subsequent study, Pollock reported that not only were participants unsuccessful in their initial efforts to find teaching employment but they also had to engage in a

considerable amount of unpaid work (e.g., volunteering), attend many informal and formal learning events, and to accept any occasional work before they were considered to be hired. All that discrimination in employment has contributed to the cycle of ITCs' marginalized social status in Ontario.

Issues of Respect

The issue of how much respect teachers should receive from their students and the society at large is intriguing. In this section, I will synthesize research that deals with Asian teacher candidates' (TCs) understanding of the concept of respect and how it affects their decision to become a teacher in a western country.

In traditional Asian culture, the teacher is a framework of perfection that is accorded prestige based on knowledge and status within the Confucian social hierarchy. Respect in the Asian framework is associated with structure, order, discipline, and reverence. Many studies (Gordon, 2000; Han & Singh, 2007; Howard, 2009; Nguyen, 2008) discussed the issue of cross-culturally differing interpretations of reverence for teachers and how a perceived lack of respect for teachers troubled ITCs. For example, twenty world-English-speaking teacher (WEST) candidates (Han & Singh, 2007) anticipated that students in Australian schools would automatically be well-mannered and show them politeness and respect. When they went to the schools to do their practicum, they were shocked, and some of them were scared by these students. They realized that they did not “automatically have the power to control these students (p. 301)”. Similarly, in investigating the cultural friction foreign teachers experience in Dutch schools, Grantham, McCarthy, and Pegg (2007) found that a lack of respect and bad manners were the most common answers to the question “What is the biggest obstacle you still face

regarding cultural friction?” Even though the definition of good or bad manners varies from culture to culture, 24 out of the 29 respondents concluded that students did not show even common courtesy to foreign teachers. For instance, the absence of “please” and “thank you” were considered a sign of disrespect by many teachers, and many thought “swearing is not taken seriously in the Netherlands” (p. 16). Also, 24 respondents viewed that students’ regard of the teacher as authority figure is either “different or very different” (p. 24).

Other studies reported that teachers from Asian countries were especially concerned about the respect they could expect from students. One of the important studies involved the cross-cultural internship experience of five Vietnamese-born first-generation American women teachers in California (Nguyen, 2008). In the study, participants were wrestling with negotiating the blurring boundaries between the two cultural frames of respect and in establishing themselves as teachers. Their incongruent culturally constructed understanding of respect posed a challenge for them in their student teaching practicum “in very specific, unique ways, unlike those of their Caucasian and ethnic minority counterparts” (p. 132).

Other studies have shown that the different interpretations of respect in the Eastern and Western worlds could even deter the “model minority” Asian American from entering the teaching profession. Through interviewing over a dozen Asian American college students and people in the Asian community in the United States, Gordon (2000) discovered that one of the important reasons preventing many Asian Americans from choosing teaching as a vocation was that they were frightened by the “likelihood of entering a situation where respect is conferred on the basis of performance rather than on

position” (p. 187). In other words, many Asian college students were concerned that being a teacher (the position) does not bring them unquestioned respect from students in US as they could do in many Asian countries. This finding was confirmed by Howard’s study (2009) with Asian New Zealanders who did not want to teach. Participants in that study stated that lack of student respect for teachers contributed to their resistance to choosing teaching as a career. This was a particularly strong deterrent for students of Chinese ancestry who posited that the lack of respect was a serious concern in New Zealand (p. 150).

Navigation in the New Culture and System

Scant attention has been given to the positive side of the teaching experience of foreign-born teachers by prior studies. I have included five studies in this section revealing some of the strategies foreign-born teacher candidates or teachers to navigate in the new culture and school system.

From a unique perspective, by examining communication and language use, Martinovic and Dlamini (2009) explored the international teacher candidates (ITCs)’ real meaning behind using “good” in their evaluation of their internship experience. When participants were asked to elaborate what was good about their experience, to the researchers’ great surprise, most of the “good” experiences were actually negative experiences, such as embarrassing moments when the associate teacher corrected the student teacher in front of students or the associate teacher told the student teacher that he would have to re-teach the lesson. In reviewing the surveys, the researchers discovered that participants generally also used positive words to describe people or events, when in reality they may not have considered them positive.

Three possible interpretations of “good” in this situation were further examined to reveal the true meaning behind it. First, “good” could possibly mean that the teacher candidates’ experiences were appropriate given their expectations. In other words, if the experience was appropriate to expectations, then even if the experience was bad, the situation may be explained as good since it was exactly as they had expected it to be. Second, in the participants’ own words, the “good” is just “Canadian good” (p. 133), which means that, in Canadian culture, sometimes hiding your true opinions by agreeing with others is an essential social skill. So in order to make their mentor teachers happy, ITCs had better say “good” to everything. Martinovic and Dlamini (2009) explained that:

This hiding of true impressions is a way of navigating the practicum classroom; it gives power to the associate teacher in that by pretending that things are fine/good, IETCs hope to receive the passing grade they need in order to be licensed to teach in Canadian schools. (Martinovic & Dlamini, 2009, p. 137)

Third, saying “good” was one of the ways for ITCs to gain social acceptance in their schools--a much-needed survival skill in the new culture. The last possible reasons for so many “good” responses was, the researchers suspected, that because of their own identity as representatives of the mainstream culture they might be more interested in the positive side of the establishment; therefore, the participants used “good” as an institutional response to deal with them.

Another study (Monzo & Rueda, 2003) highlights, from a sociocultural point of view, the importance of appreciating and utilizing foreign-born teachers’ funds of knowledge as a valuable source for teaching. The term *funds of knowledge*, as normally used with reference to students, is defined by Zaunbauer and Moller (2010) as “the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133). When teachers

come to know their students and the families of their students in new and distinctive ways, they begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classroom in order to provide culturally responsive and meaningful lessons that tap students' prior knowledge (Gomez, Rodriguez, & Agosto, 2008). In Monzo and Rueda's 2003 case study of a Mexican foreign-born paraeducator in the United States, they use the term "funds of knowledge" to indicate what history, experience, and knowledge the participant brought with her to the teaching career and how her "funds of knowledge" affected her beliefs about "education, content, instructional strategies, and interactions with students" (p. 72).

Through their observation, Monzo and Rueda (2003) found that the participant, Gloria's life experience "funds of knowledge" proved especially important for her in teaching students from similar non-dominant backgrounds. For example, her difficult experience as a Spanish-speaking foreign-born in the United States made her sensitive to the needs of children in similar circumstances, and she knew how to interact with them and create bonds with them. In her teaching, she developed a curriculum that was meaningful and allowed Latino students to tie current learning to their prior knowledge.

To examine questions of authenticity in relation to foreign-born teachers' identities, especially in regard to the politics of how nonmainstream ethnic, gender, or religious identities are coded as being illegitimate teacher identities, Subedi (2008) explored how two female Southeast Asian foreign-born teachers from Pakistan and India negotiated their teacher identities as well as their cultural identities in schools. Over a nine-month period that included classroom observations, interviews, and document

analysis, the researcher documented in great detail the particular challenges the two teachers faced in claiming their rights as legitimate teachers, particularly the structural constraints that could impede the desire to assert their identity as authentic teachers. But the results revealed that, despite all the difficulties, the two teachers reclaimed the meaning of an authentic teacher in the new culture. The Pakistani foreign-born teacher contested the ways in which she was positioned as a cultural outsider and questioned the way how teacher authenticity or legitimacy was shaped by discourses on body images, linguistic styles, and academic affiliations. The Indian foreign-born teacher accepted as well as contested the politics of her being represented as a “good” as well as a “different” teacher. Through these two cases, the author concluded that foreign-born teachers should critique dominant interpretation of authentic teacher identity and simultaneously claim their legitimacy of being a teacher in the new country.

Another study (Okamura & Miller, 2010) documented the career development strategies of fifty-two native Japanese-speaking teachers who have been working successfully in New Zealand schools. This study provided some insights into how foreign-born teachers might develop their career paths in different cultural environments and adapt themselves to working effectively in a foreign context. The findings reveal that participants utilized a variety of strategies for career development in New Zealand. First of all, prior to looking for a teaching job, many of those with prior teaching experience in Japan chose to initially work in non-teaching fields such as shop assistant, food stall assistant, waiter or waitress, babysitter or nanny and seasonal tour guide to integrate into the new culture before embarking on their teaching career. Some other teachers applied to graduate schools to be re-certificated and served as volunteer teaching assistants to gain

the qualification recognized in New Zealand. Second, when they were ready to look for a teaching job, they used multiple approaches to actively seek for employment. Some found a job through informal sources such as word of mouth. Others would send their curriculum vitae to as many schools as possible, visit schools to find vacancies, and get involved in unpaid school volunteer work. Meanwhile, participant teachers tried to understand their own traits and competencies through their previous work experiences and utilized their personal strengths to get ahead in job interviews. For instance, the ability to speak multi-languages or previous experience teaching US students gave them the advantage of standing out in job interviews. Also, the participant teachers recognized that, in order to be successful in their employment, they needed to take advantage of helpful resources available both in and outside of schools. For example, locating where they could find teaching resources in school and making good friends with other experience teachers in school helped them overcome initial disorientation and bewilderment. Connecting with Japanese teachers in other schools not only enabled them to gain valuable advice but also moral support from those who have experienced similar frustrations. Some teachers even tried to promote Japanese language education in schools so that they could secure their employment as a native speaker of Japanese. All those inspiring efforts should be encouraged in all foreign-born teacher groups as they fight for an equal and firm footing in the new country.

The last study included is Wang's (2002) dissertation study with Chinese foreign-born teachers' experiences of cultural dissonance and navigation in Toronto schools. Wang (2002) summarized the motivations why Chinese foreign-born teachers choose to adapt to the Canadian school culture and it took into account the important role that

school politics and teachers' personality play in the navigation process. As the study reported, foreign-born Chinese language teachers gradually adapted to the Canadian way of teaching because they wanted to gain approval from school administrators, or be attracted to the practical rewards (such as stable income and job security) of navigation. But more importantly they also became increasingly appreciative of the strengths of Canadian student-centered teaching approach and they were willing to learn new techniques to enrich their own teaching. Furthermore, the study stressed that the overall micropolitics in the school and foreign-born Chinese teacher's personality play key parts in their navigation. Wang (2002) found a school which welcomed foreign-born teachers and would be more sensitive to foreign-born teachers' needs and take more actions in creating conducive working environment for foreign-born teachers. Also, foreign-born teachers' personal dispositions such as confidence, open-mindedness and compassion, tolerance to difference, patience to students, sensitivity and flexibility to adjust to the circumstances and the choices available to them, all contribute a great deal to their satisfaction of the job and commitment to their work.

Limitations of the Research under Review

After reviewing various studies on foreign-born or international teachers, my first concern is that most studies treat international teachers as a homogeneous group without specifying participants' country of origin. For instance, Pollock (2010) simply introduced most of his participants as being "from non-westernized countries" (p. 1). Myles et al. (2006) stated that they enrolled participants from 17 different countries (p. 234) where "education is characterized by uniform, teacher-directed instruction, a centrally mandated curriculum, 'book' knowledge, memorization, and standardized testing" (p. 238), but

readers were not given any information about which countries. This lack of differentiation may send a misleading message to readers that ITCs generally have similar experiences regardless of their country of origin or the country where they currently study or work. Specific studies (Achinstein & Aguirre, 2008; Chen & Cheng, 2010) have shown that Americans teaching in China and Africans teaching in Taiwan experienced challenges that are not similar to what Chinese language teachers would encounter in the United States.

Furthermore, studies should specify other variables that may influence the results. For example, the length participants stay in the foreign country, the relationship between their home country and host country, their first language and their ability to use English, their prior knowledge of the new culture and their willingness to accept new culture, their gender and economic situation, and the subject they choose to teach all have an impact on their experience in the foreign country.

Most studies lack a theoretical framework. I have found the theoretical lens important because it specifies which key variables influence a phenomenon of interest. It alerts the researcher to examine how those key variables might differ and under what circumstances. In a study of foreign-born teacher candidates or teachers, a theoretical framework would make it easier to connect readers with the existing knowledge and offer guidance for readers to critically examine the issue(s) under discussion.

The study of international foreign-born teachers is a relatively new topic in the field of educational research. The research about Asian American teacher candidates or teachers in the United States is especially scarce. Owing to the fact that the terms used to describe foreign-born teacher candidates or teachers vary to a great extent, I take it as a

sign that the field is developing but not yet systematized. My study of CLTCs greatly contributes to the robust development of the field.

SUMMARY OF LITERATURE AND IMPLICATIONS FOR CURRENT STUDY

Connecting the literature review on various factors and relations affecting teacher development and challenges experienced by foreign-born teachers together to the theoretical framework, the summaries of the findings were roughly summarized in three tables. Table I is about key stakeholders; Table II is about culture and institutions; and Table III is about pedagogical tools and resources.

Table I. A Summary of Findings and Implications for My Study – Key Stakeholders

Key Stake-holders	Existing Literature		Implications for my study
	Studies on preservice teachers	Studies on immigrant preservice and in-service teachers	
mentor teacher (MT)	Ferber & Nillas (2010): MT need to provide more constructive feedbacks; Spendlove, Howes, & Wake (2010): contradictions exists between what MTs are supposed to do and what they are really doing	Myles et al. (2006): ISTs have limited interaction with the MTs / MTs is the greatest influence on ISTs' practicum experience	What is the relationship that CLTCs have established with their MTs? Are there any conflicts and how do they resolve the conflicts? What CLTCs have learned the most from their interactions with MTs?
university supervisors	Ferber & Nillas (2010): supervisors need to establish ST's self-efficacy Britton, Raizen, Paine, & Huntley(2000): supervisors' support and the quality of the		What is the university supervisor's role and how she could influence CLTCs' internship experience?

	<p>interactions help STs deal with challenges;</p> <p>Chambers, Hobson & Tracey (2010): a lack of support from university supervisors and mentors contribute to STs' decisions to withdraw from program</p>		
internship coordinator / advisor	<p>Chassels (2010): FL-STs find they are not well-prepared to teach language and culture in an integrated way</p> <p>Blanton, Simmons, & Warner (2001): preservice teachers' prior beliefs about learning could be changed by sociocultural pedagogy teaching.</p>		What is the coordinator and advisor's role and how they could influence CLTCs' internship experience?
university classmates	Walsh & Brigham (2007): collaborative learning in class generate knowledge;	Sheets and Chew (2002), Benyon et al. (2004): white classmates dominate class discussion which leaves little room for international students to contribute.	What is CLTCs' classmates' role and how they could influence CLTCs' internship experience?
parents			What is parents' role and how they could influence CLTCs' internship experience?
school administrators and other faculty and staff	<p>Saka et al (2009): interaction with other faculty members in school influence STs' professional growth;</p> <p>Chambers et al. (2002): low morale among the</p>	Ragnarsdóttir (2010): STs were not trusted to work with the children without supervision of other school staff.	How other people in school could influence ICL-STs' internship experience?

	cohort of teachers in school led to STs withdrawal of Teacher Ed. Program		
students	<p>Ferber & Nillas (2010): STs have classroom management difficulty;</p> <p>Saka, Southerland, & Brooks (2009): STs' close relationship with students jeopardized the students' learning results;</p> <p>Chambers et al. (2010): ST does not feel being connected to students – one of the reasons to withdraw from Teacher Ed. Program</p> <p>Shutz, Keyhart, & Reck (1996), Zeichner, (1996), Major & Brock (2003): the mismatch between teacher candidates' and students' backgrounds, experiences, languages and the resulting attitudes of teacher candidates.</p>	<p>Romig (2009): Chinese novice teachers have difficulty manage students' behavior</p> <p>Myles et al. (2006): STs are inexperienced in elementary education, so they transfer their experience with their own children in order to connect with younger learners;</p> <p>Monzo and Rueda (2003): Mexican teacher uses “funds of knowledge” to connect with Latino students.</p>	<p>What is CLTCs' relationship with their students and how could this relationship influence their internship experience? Any there any conflicts? How conflicts were resolved and what lessons CLTCs' taken from resolving the conflicts?</p>
family	<p>Saka et al (2009): life responsibilities limited STs' time for lesson planning.</p> <p>Chambers et al. (2010): family supportive is important in the first place, but STs' withdrawal from program due to hard to</p>		<p>In what ways CLTCs' family influence their internship?</p>

	balance family and work.		
professional affiliation outside of school	Brannon & Fiene (2010): STs' ability to reflect influence their practice and perceptions	Okamura & Miller (2010): Japanese immigrant teachers recognize and utilize personal connections to get ahead in job interviews.	What are CLTCs' professional affiliations outside of school? How do they participate in it and what is the result of it?

Table II. A Summary of Findings and Implications for My Study – Culture and Institutions

Culture and Institutions	Existing Literature		Implications for my study
	Studies on preservice teachers	Studies on immigrant preservice and in-service teachers	
U.S. Culture, education system and policies	<p>Sugrue (1998, 2004), Marland (1998), Younger et al. (2004), Fajet et al. (2005), Anderson & Holt-Reynolds (2005): student teachers' perceptions, attitudes and prior experiences of learning can exert an influence on their teaching practice</p> <p>Scott (1995), Wang (2009): preservice teachers should recognize and acknowledge the role of race and diversity in U.S. schools before they can fully function in the multicultural settings.</p> <p>Price (200): the perceived lower status of foreign language teachers in the</p>	<p>Myles et al. (2006): STs have difficulty adapting to a the school system and teaching philosophy in the foreign country;</p> <p>Romig (2009): rote memorization caused U.S. students lose interest in learning</p> <p>Pollock (2006, 2010): ISTs encounter discrimination in seeking employment</p> <p>Nguyen (2008), Gordon (2000), Howard (2009): a perceived lack of student respect for teachers contributed to Asian American's</p>	<p>Which aspects of the U.S. culture, educational system and policies pose challenges to CLTCs' internship? How do they resolve those challenges?</p> <p>Which aspects of the U.S. culture, education system and policies result in resonances for their internship?</p> <p>How CLTCs compare the China and U.S. education systems? How these comparisons</p>

	<p>U.S. and a shortage of funding to foreign language programs, together with the limited social and economic recognition given to the teaching profession as a whole have proven to negatively impact those Spanish teachers' satisfaction with their job.</p>	<p>resistance to choosing teaching as a career</p> <p>Martinovic and Dlamini (2009) ISTs use verbal strategies (expressions most appreciated in the foreign culture) to survive their practicum.</p> <p>Subedi (2008) immigrant teacher critique dominant interpretation of authentic teacher identity and simultaneously claim their legitimacy of being a teacher in the new culture.</p> <p>Myles et al. (2006), Farahnaz's study (2010), inadequate English proficiency and foreign accents are the major obstacles for ISTs to enter the teaching profession and for ITs to succeed in employment</p>	<p>influence their internship experience?</p>
<p>Certification & internship requirement</p>	<p>Rorrison (2010): highlights the complexity, diversity and inequality of internship assessment;</p> <p>Chireshe & Chireshe (2010): STs need fair assessment of their internship; need more advice and encouragement in assessment.</p>	<p>Myles et al. (2006), Ragnarsdóttir (2010): immigrant teachers' prior teaching experience might not be fully credited;</p> <p>Romig (2009): a lack of experience in teaching led to novice teachers' difficulty in adaptation in schools.</p>	<p>Explore the various aspects of the certification and internship requirement to see how those regulations influence CLTCs internship experience.</p>

	Chambers et al. (2002): internship is a chance for STs to experience the reality, but mismatch between expectations and realities leads to STs' leaving the profession: for instance, huge amount of work, low salary, student management difficulty, and a feel of incompetent.		
school regulation & class rules	Singh and Han (2010): The practice of religion is reported over a controversy if the student teacher Cynthia Thompson failed her practicum because her report of the class prayers and Bible studies		Explore the various aspects of the school and class rules to see how those regulations influence CLTCs internship experience.

Pedagogical Tools and Resources	Existing Literature		Implications for my study
	Studies on preservice teachers	Studies on immigrant preservice and in-service teachers	
Curriculum, textbooks, lesson plans, and assessment tools	<p>Tsui et al. (2009): STs caught between the conflicts between university curriculum (communicative - oriented) and school curriculum (test-oriented).</p> <p>Saka et al (2009): STs struggle whether to teach test-based curriculum</p>		What are CLTCs view of the pedagogical tools and resources they use in internship? How do they utilize those tools and what the results of it?
classroom arrangement / decoration / facility	<p>Saka et al (2009): Lack of instructional technology in the classroom prevented STs from employing reform-based activities.</p> <p>Mackay, J. & Parkinson J. (2009): female STs find it harder to finish tech-related tasks.</p> <p>Folmer-Annevelink et al. (2010): classroom size affects student-teacher interaction</p> <p>Schneider (2003): School facilities have a direct affect on teaching and learning</p> <p>Lopez-Gomez & Albright (2009): FL teachers lack textbooks, a dedicated classroom, or time and space to prepare for classes</p>		How does the classroom arrangement or facility influence their internship?

work space	Tsui et al.(2009): work space has an impact on STs' self-perception as legitimate teachers		How work space may influence their own perception as legitimate teachers?
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Table III. A Summary of Findings and Implications for My Study – Pedagogical Tools and Resource

Overall, the critical literature review laid a theoretical as well as an empirical foundation for the current study. It also revealed uncharted territories that opened new opportunities for research. The present study, built on existing literature reviewed in this chapter and guided by the conceptual framework shown in Illustration III, explores the various influences and relationships that impacted three CLTCs' internship experience.

CHAPTER 3: RESEARCH METHODOLOGY

This study explores the various key influences that have an impact on three native-speaking Chinese language teachers interns (CLTCs) cross-cultural internship and the results of those influences. The research design is anchored on the objective of the study which is to have an in-depth understanding of how various influences interact to facilitate or impede CLTCs' development and growth in their internship. This chapter of research methodology begins with a brief summary of three exploratory studies that were carried out in 2010-2011. The three exploratory studies have greatly enhanced my knowledge of CLTCs' personal and professional experience working in the US schools. Preliminary results also helped shape the focus of the current study. Most importantly, through the three exploratory studies, my knowledge of case study methodology has increased which was beneficial for the successful completion of this dissertation project. After presenting the three exploratory studies, the rationale for choosing case study methodology is provided which is followed by the description of the research design in which the procedure of sampling, data collection, data analysis and a consideration of the limitation of the study are presented.

EXPLORATORY STUDIES

Study 1: Challenges and Adaptations in the First Month of Internship

Around November, 2009, I conducted an 80-minute interview with Jiali regarding the challenges and navigations she had experienced during her first month internship in a US high school. Jiali was an English teacher in China and she moved with her husband to the United States in 2003. Since then, she had worked in a number of Chinese weekend schools to teacher heritage speakers as well as non heritage speakers Chinese. In order to

have a more stable job in public schools, she enrolled in the certification program, taking courses while still working as a part-time Chinese language teacher in heritage schools.

One of the findings was that Jiali and her mentor teacher turned out to be an amazing team. On the one hand, Jiali's mentor teacher Earl was a lot younger than Jiali and had only been teaching Chinese for four years by the time of the interview. Compared to Jiali's nearly fifteen years of experience teaching English in China, Earl was not as experienced as Jiali in pedagogy. Also, Earl, as a Chinese language learner, was still improving his knowledge of Chinese language and culture, so Jiali is a great language and culture resource to him in class.

On the other hand, Jiali, as a newcomer in the US culture, was learning tremendously from Earl about how to work properly in the US public schools. For example, she also has learned to be mindful of proper body contact with students to avoid potential harassment charges.

When she realized that students were not motivated enough to learn Chinese, she took many approaches to stimulate and sustain their learning motivation. For instance, she used technology in class, such as video and internet that showed students the authentic lives of Chinese people. Also, she posted students' projects on the classroom wall in the shape of a Great Wall to boost students' confidence in learning. When she saw that students were intimidated by writing Chinese, she shared with students her personal struggles with learning English to encourage them that hard work would pay off.

Overall, Jiali's first month was a time "full of struggles and adventure". She had managed to establish a trustworthy friendship with the students and tried to learn as much as possible from her mentor teacher.

The first exploratory study was my earliest experience with qualitative research. The most important lesson I took away from that study was how to triangulate different resources of data. I had the misunderstanding that all the answers to my questions could be gathered from interviews. So I did not triangulate the interview data with observations and document review. When I was transcribing and translating the interview, I had so many questions that I had to contact Jiali for a follow-up phone interview and visit the school. During my visit, I talked to her mentor teacher which enabled me to understand Jiali's interview better.

Even though Jiali complained a lot about the difficulties she had encountered at the beginning of the internship, she was very optimistic and confident that she would bring positive changes to her students. I was amazed to see that she was very proactive in her role as a student teacher so I shifted my attention to look for challenges to the navigation and growth that CLTCs may also experience in another exploratory study.

Study 2: Contradiction, Adaptation, and Growth

Building on the first pilot study, the purpose of the second exploratory study was not only to identify the contradictions CLTCs encountered, but also the navigations they have made and the growth they have experienced. I studied six participants, both preservice and in-service CLTCs, because I was very much interested in gaining a broader and deeper view of CLTCs' experience in both teacher education program and school contexts.

One of the significant aspects of the second exploratory study was that I employed Cultural Historical Activity Theory (CHAT) as my theoretical framework to guide my data collection and analysis. The CHAT framework enables me to see tensions

and contradictions as opportunities for navigation and transformation to happen because “contradiction as sources of development; activities are virtually always in the process of working through contradictions” (Kuutti, 1996, p. 34).

The findings of the second study confirmed those from literature review in terms of language use. My study showed that foreign-born teachers’ ability to use English in teaching is a common concern of those teachers. Teachers were made fun of their wrong choice of words or their peculiar accent by their students. To regain their authority as an legitimate teacher, participants reported using a variety of strategies. For one, they confronted students’ challenges with assertiveness, presenting themselves as both successful English language learners and confident language users. Some others took the opportunity to show students that they should work harder to learn Chinese so that they would not be laughed at by Chinese native speakers. Another strategy was to learn English from students, especially words or expressions specifically used by African Americans and teenagers, for example, the names of their favorite stars, bands, or movies, their favorite food, the places they have been to, etc. so that “we would know what they are talking about and they would know that we care about them” (quote from the interview with one of the participants). Also, they used their own family as their important source of information. Four out of the six participants are married to US citizens. Since their spouses were raised and educated in US schools, they serve in the roles of culture informants and language tutors which could boost CLTCs’ confidence and performance in school to a great extent.

To adjust to the reality of school in US, all CLTCs I have interviewed felt the urgent need to increase their knowledge of their school and students. CLTCs reached out

to other members of community for information and support to expand their own knowledge scope and to bridge understanding between them and other people. First of all, they became active in seeking for collaboration with other world language teachers in school – Spanish, French, Italian, Arabic, German, etc. They have observed how Spanish teachers let students take control of the class – group discussions, pair activities, and class presentation. This might be foreign to those teachers who were educated to teacher-dominated classrooms, but they certainly have learned to encourage more student autonomy in their own Chinese classes. They also tried to meet with more experienced world language teachers to discuss issues common to world language classes.

Meanwhile, CLTCs were firm believers that being a good Chinese language teacher in the US also means that teachers need to make the program known to the community so that support would come in handy when needed. So they tried to reach out to parents to seek their support for the Chinese program so that “people would know we are serious here” (quote from the interview with one of the participants). They emailed parents and called parents regularly to report their children’s progress and asked if parents have questions. Gradually, parents became more and more informed and involved in the program development. As a result, for example, in one school, parents donated several hundred dollars to the Chinese program for new purchases and extracurricular activities.

Over time, while still struggling with their internship or jobs in school, they have learned to look at what they have gained out of this cross-cultural teaching experience. Some found they were truly passionate about teaching and decided to commit to teaching for a life time; some took pride in their role as a “cultural ambassador” to bring China

closer to US students and US closer to their family and friends in China; some enjoyed the shorter work hours and autonomy in creating their own curriculum in the US; some discovered that their hard work paid off by a good evaluation from both the administrators and students; some even found another possible career path – earn a Ph.D. and to be a Chinese teacher educator in the future.

It was a very meaningful and fruitful experience for me to hear their stories and see how they deal with their struggles and make the most out of the cross-cultural teaching experience. However, the second exploratory study left me with more questions than answers. For instance, is CHAT alone could be sufficient for the theoretical framework for my dissertation? My concern was that CHAT was not enough for capturing the process of CLTCs' development. Another question I had was if I should use narrative inquiry as my methodology. However, the second exploratory study proved that a theoretical foundation is needed so that I could have a clearer focus, so case study methodology may be a better option for my dissertation study.

After the second exploratory study, I have spent a lot of time discussing with my committee members and critical friends about adapting CHAT and combining it with LPP to create a new conceptual framework. During the course, it became clearer that I would use the case study method, but I was still not clear if I should do one holistic case study with three units of analysis or three case studies (please refer to “Case Study Methodology” session in this dissertation for more information). That’s the reason I did a third exploratory study to specifically investigate how two Chinese teacher candidates would be similar or different in their teaching practice.

Study 3: Prior Knowledge, Skills, Experiences, and Teaching Practice

Informed by the sociocultural theoretical orientation, the third exploratory study was carried out to focus specifically on how two Chinese language teacher candidates (CLTCs)' prior learning experiences and beliefs impact on their initial teaching practice in US schools. The two CLTCs were placed in two different high schools and I did two case studies to make meaningful contrasts and comparisons of these two cases.

Through interviews with two teacher candidates and their mentor teachers, class observations, and a review of related documents in two high schools, the findings suggested that both the negative and positive experience of learning English and Chinese and the theoretical knowledge teacher candidates have acquired in teacher education program contributed to their understanding of how Chinese language should be taught and learned. Therefore, it is important for teacher educators to recognize the previous knowledge and experience that preservice teachers have brought with them and help them reconceptualize their knowledge case and reflect on their practice to improve their teaching skills.

It was also found their teaching approaches were distinctive from each other owing to their vastly different language learning experiences and backgrounds, and their own beliefs about language learning. For example, students were required to communicate with Zhan only in Chinese. To Zhan, only by immersing students in the target language can students really learn. On the contrary, based on his own language learning experience in China, the other student teacher Don placed the most importance on an anxiety-free environment for students. So he used mostly English for instruction or allowed students to use pinyin, the alphabetic pronunciation symbols instead of using

Chinese characters in writing in order to lower students' anxiety with the language. The result showed that Chinese preservice teachers are distinctive in so many ways that it is not possible for me to treat them as one case. Multiple case studies would be more appropriate for my dissertation research.

The three exploratory studies have provided me valuable practice experience with conducting qualitative case study research methodology. During those investigations, my knowledge with the case study methodology and sociocultural theory has increased which was beneficial for the successful design of the dissertation project.

EPISTEMOLOGICAL ORIENTATION AND RATIONALE FOR ENGAGING CASE STUDY

METHODOLOGY

My choice of qualitative case study is deeply rooted in my epistemology (interpretivism) and paradigm (social-constructivism). Many researchers have pointed out that the qualitative researcher is the primary instrument of the research (Maxwell, 2005; Merriam, 1998). The worldview and background of the researchers equip them with “the perspectives and insights” that shape all of what they do in research (Glesne & Peshkin, 1992, p. 104). In other words, the qualitative researcher's epistemology and paradigm, identity and experience will sculpt the vision that the researcher has of the study and the steps he or she takes to carry out the study. This fact enlightens me to reflect on my beliefs and worldviews and how they are related to my choice of qualitative design for my study.

According to Merriam (1998), qualitative research is based on the view that reality is constructed by individuals interacting with their social worlds, so qualitative researchers are interested in understanding “how people make sense of their world

through interactions and the experiences they have in the world” (p. 6). This is related to the interpretivists’ view that the inquiry purpose is to understand how the meaning of society is generated and interpreted from diverse perspectives. I posit myself as an interpretivist because I believe “multiple realities are constructed socially by individuals” (Merriam, 1998, p. 4) and it is only through an inductive research approach that researchers can reach an understanding of those realities. Also, I am a social constructivist who believes that understanding the process of interaction among individuals and the specific contexts in which the interactions take place is the best approach to make sense of the meaning of my participants’ action (Creswell, 2007)

Looking back at my upbringing and life experiences, one can realize that my choice to follow the footsteps of interpretivists / social constructivists using a qualitative research tradition is legitimized. The Chinese culture upholds teachers or scholars to the highest hierarchy of knowledge and wisdom. Since I was a little girl, I have been led to believe that the real truth or the genuine knowledge is in either books or the words of teachers. So any classroom learning I had was supposed to guide me to understand all the realities in the world. In this mindset, it was easier for me to follow the post-positivist view of the world: knowledge is value-free, detached from individuals, and researchers’ interpretation of the data should be dismissed (Phillips, 2004). However, my cross-cultural learning experience in the United States greatly shifted my worldview. I was shocked to learn that what I used to take for granted might not hold true in the US culture or belief system. For example, in Chinese textbooks, Karl Marx is depicted as the greatest communist ever, and his prediction of the inevitable economic breakdown of Capitalism to be replaced by Communism is considered the greatest truth. But people in the US have

totally different views of Communists or Communism. For example, to some people in US, Communism is considered largely negative because it indicates tight control rather than democracy, while in China, Communism is the ideology of the perfect life for everyone. Also, I have noticed that pragmatism, which is the most important philosophic movement in the United States, was under severe criticism in China as pragmatism emphasizes the observable practical consequences rather than anything metaphysical. Contradictions like this allowed me to have a more multi-dimensional and colorful worldview. I have learned that the meaning of social life is defined in the context; meaning is not fixed; meaning is interpreted by different people with different lenses; most importantly, meaning is constructed by social interactions. Thus I have developed an attitude of trying to understand rather than trying to decode meaning.

Coming from this new worldview, when I pondered over the case of CLTCs' journey to become teachers in US high schools, I saw my participants actively, constantly, and vigorously engaging in interactions not only with various stakeholders, but also with the tools, the institutions, and intangible rules since the first moment they stepped into the field. They also negotiated or even struggled with themselves like I did when I first came to the US – evaluating what we used to believe, trying to adapt to the new environment. We try to unlearn what is considered unacceptable in the new culture and learn the new rules. We experience doubt, anger, disappointment, excitement, a sense of fulfillment, and many other feelings all at the same time. The process is so complicated that CLTCs' each action and emotion was rooted in the constant interactions they have with the environment and the people in it.

I envision the journey for them to become teachers in US schools to be a process of various degrees of increased participation and growth with time – for better or worse. It is a cyclical journey – encounter, interpret, negotiate, navigate, reflect, evaluate, make a decision, or make a new encounter.

Illustration IV was a tentative visualization of my perspective of the CLTCs’ internship journey.

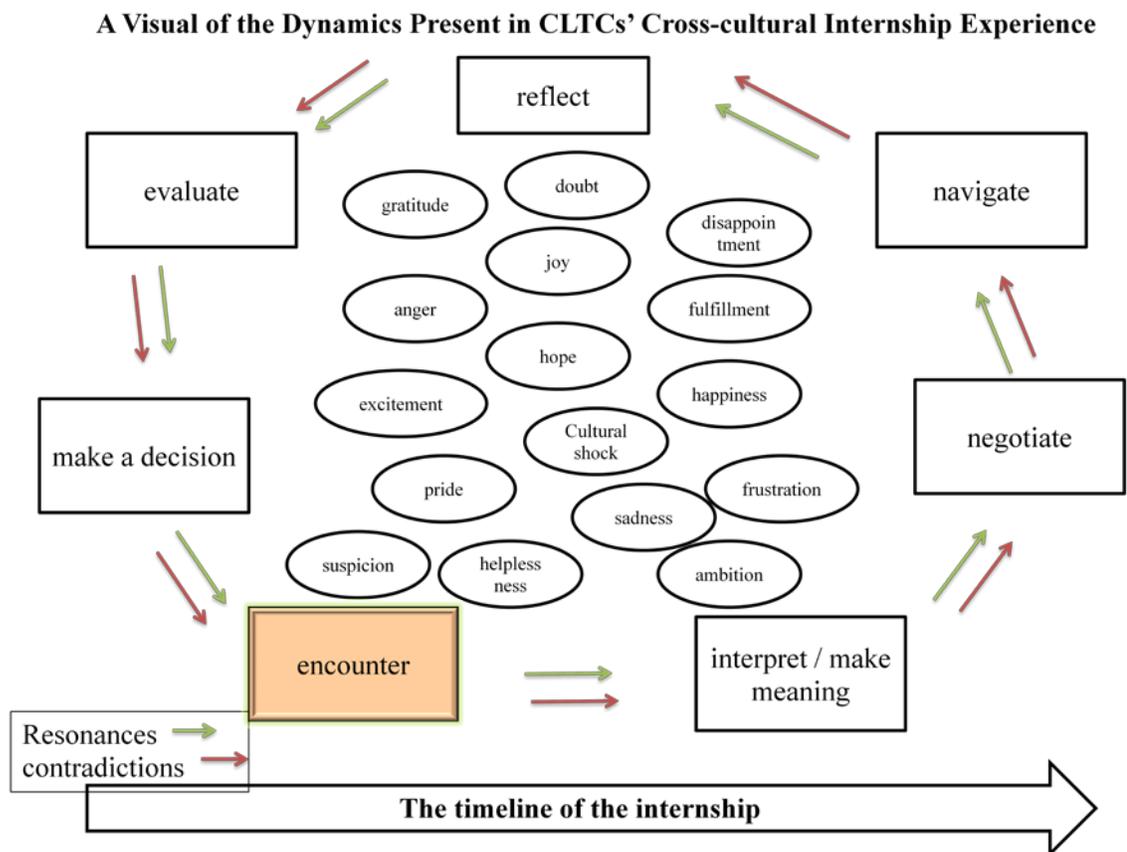


Illustration IV. A Visual of the Dynamics Present in CLTCs’ Cross-cultural Internship Experience

In Illustration IV, the timeline of the internship is represented in an arrow pointing from the left to the right (indicating from the beginning to the end of it). During the internship period, CLTCs encounter a situation, for instance, entering their placement

school for the first time or meeting their mentor teacher for the first time. They try to interpret or make meaning of what the environment of the school and the initial interactions with people in the school community. They may ask questions such as, “Do they like me?” or “Am I welcomed here?” or “Why the classroom is decorated in such a way?” Then they will try to negotiate with people to see if their expectations could be met? For example, they may want to make changes to the classroom decoration to purchase new teaching materials for their class with the permission of the department chair. If they encounter resistance, they may try to figure out alternatives to make their wishes happen. For instance, if a purchase order is denied because of budget, they will try to see if they are able to pay by themselves or ask for donations from parents. Reflections of what have happened help CLTCs to continue evaluate the situation and make a decision of what to do with the next encounter of new scenarios. During this process, resonances (shown in green arrows) or contradictions (shown in red arrows) are felt which resulted in all kinds of emotions experienced by CLTCs – they may feel disappointed, fearful, and uncertain from time to time. But they also feel excited, hopeful, and proud at the same time. Illustration IV captures the dynamics of the loop of development and paved a wonderful way for me to conceptualize the case study methodology that I use for the current study.

CASE STUDY METHODOLOGY

According to Bridges and Watts (2008), interpretivist researchers who also take a social-constructivist approach could use case study research methodology to focus on the social, collaborative process of bringing about meaning and knowledge. Since my purpose is to understand the process of three CLTCs learn how to teach in US high

schools and to examine the impact of various factors on this process, a case study approach is the best fit. The reason I did not design a narrative inquiry or phenomenology for my study was that I let the conceptual framework guide my data collection analysis instead of letting the stories or the voice of the participants lead the study. This is not an ethnographic study either in that I am not interested in studying the shared culture of the group but rather in studying the unique journey each one of them took to become teachers in US high schools, nor it is a grounded theory study because the purpose of the study is not for generalization or the creation of theories.

I agree with Merriam's definition of case study methodology as "an intensive, holistic description and analysis of a single stance, phenomenon, or social unit" (Merriam, 1998, p. 27). This definition accentuates the two advantages of case study methodology. The first advantage is that case study yields "thick, critical descriptions in specific contexts and with concrete details, in the hopes of making visible and meaningful the complexity of what is usually not seen" (Erickson, 1986). This is what I intended to achieve in my study: to yield a deep, rich, and thick description of the various factors and relations that either facilitate or impede the participation and personal / professional growth of CLTCs in their internship.

The second advantage of case study methodology is that one case focuses on only one single unit. In this study, the unit of analysis or the case is defined by each participant and the context in which they situated in. In this sense, the three CLTCs are three case studies because they taught in different school contexts which represent an enormously diverse student population and school culture in two districts. Also, the three cases

represent a very diverse group of CLTCs with vastly different education background, life experience, personality, attitudes, and motivation for earning a certification.

However, this multiple-case study is holistic in nature (Yin, 2002, p. 40, as shown in Illustration V). In Illustration V, the words “holistic” and “multi-case designs” are highlighted in boxes. Three CLTCs are enrolled in the same Chinese language teacher certification program and will undergo similar internship procedures. According to Yin (2002), a holistic case study is appropriate when the “relevant theory underlying the case study is itself of a holistic nature” (p. 45). For the conceptual framework I use, it unites the various factors and relations together to examine the phenomenon of my interest as a whole. So it makes sense I treat them as a holistic cohort but recognize them as unique individuals. Keeping in mind Yin’s (2002) warning against the pitfalls of doing a holistic (tend to neglect specifics) vs. embedded case study (tend to neglect the larger picture), I have paid attention to address both the representative nature of their experience and the uniqueness of the three cases.

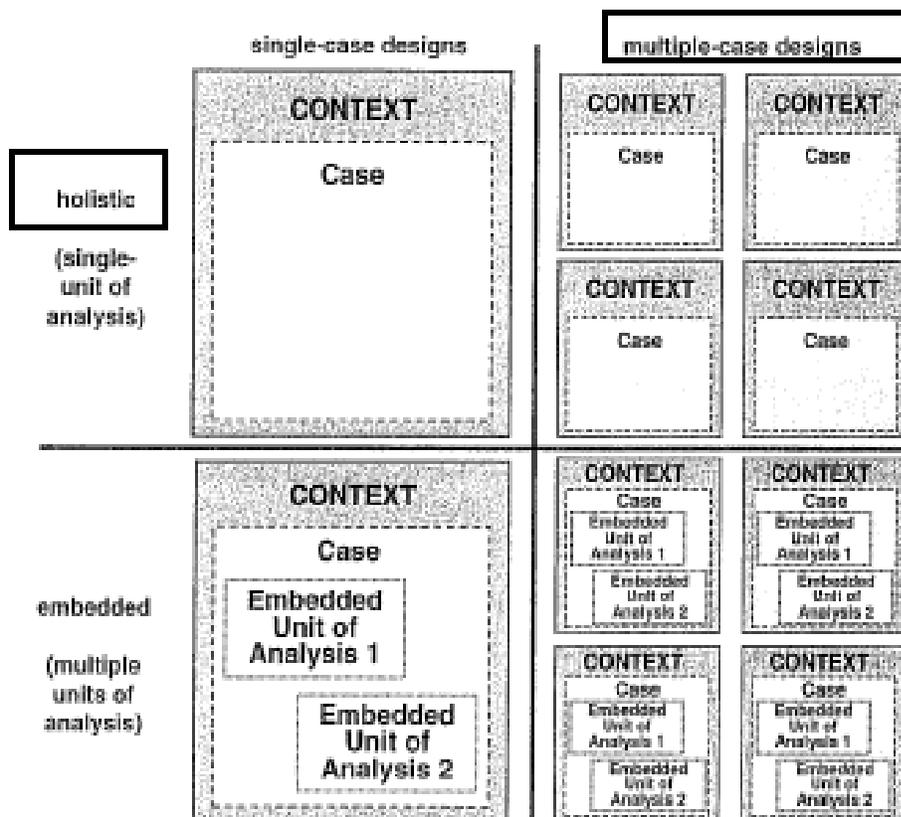


Figure 2.4 Basic Types of Designs for Case Studies
 SOURCE: COSMOS Corporation.

Illustration V. Yin's (2002) Categorization of Basic Types of Design for Case Studies (p. 40)

This holistic multiple-case study is exploratory in essence with descriptive features. According to Yin (2002), the exploratory aspect of case study would allow the present study serves as a prelude to further, more in-depth research - the framework of the study may be created ahead of time and pilot projects are very useful. I have conducted three exploratory studies prior to this study. Meanwhile, descriptive case study involved starting the investigation with a theory in mind. In my research, a sociocultural conceptual framework was employed to guide the data collection process.

The purpose of the three case studies is not intended to be representative of the larger population, but I believe the “thick descriptions” (Geertz, 1983) of the cases would give the reader the semblance of being there experiencing and interpreting the cases alongside me. So my goal is to make a detailed portrayal of the CLTCs’ experience so that readers can gain a richer understanding of their situations. In other words, even though an individual’s experience is unique in my study, many foreign-born pre-service or in-service teachers working in the US and in other countries may find that the stories of the three CLTCs reflect part of the reality of their lives and have a deeper understanding of their own experiences. The study Teacher educations as well as policy-makers could also have a more thorough and enhanced understanding of what CLTCs are going through in their internship.

MY PERSONAL INTEREST IN THE RESEARCH TOPIC

My motivation to choose this topic for my dissertation originated from my personal experience as a Chinese language student teacher in Florida in 2008 and my current experience as a university supervisor to CLTCs. Through my research on CLTCs, I hope to have a more profound understanding of my own experiences as well as to assist other CLTCs to understand their experiences.

In the summer of 2008, I had a wonderful opportunity to work as a student teacher with kindergarteners to 5th graders who were learning beginning Chinese at Lando Elementary School in Florida. I carefully developed a student needs survey to identify what the most interested topics for students were. Then I wrote my own Chinese curriculum and textbook. After only two weeks, my students were able to engage in simple conversation in Chinese, identify important Chinese events in history, sing five

traditional Chinese songs, and write 20 Chinese characters. More than that, I was proud to see them develop tremendous enthusiasm in knowing about China as well as Chinese language. This Chinese program outshone the Spanish and Italian programs in the school as an unexpected success. As a result, the principal and parents decided to continue the Chinese program in the fall 2008 semester so that over 150 students from the 3rd grade to the 5th grade could learn Chinese

Despite the initial program success and my joy of being a Chinese language teacher, I soon realized that there were many difficulties and challenges that I had to deal with. First, I was the only Chinese teacher in the school. No other people in my teacher education program and the elementary school spoke Chinese or had any experience in learning and teaching Chinese, so I was very much on my own for lesson plans which were largely based on my own experience of learning Chinese as a child in China. Teaching every day was an experiment for me and my students. If things worked out, it was great; if not, I would just have to figure out other ways to meet my students' demands. This sense of isolation became worse when I realized that eventually no university supervisor would be assigned to observe me.

My relationship with other teaching staff in the school was not always good. I can still vividly recall the angry scowl of one math teacher when she found out that I was cooking Chinese shrimp dumplings for my students in one class. She was not happy because 1) she was allergic to shrimp and 2) she hated it when my students were still excited about the food when she came to teach math in the next class period. It would have helped if someone had warned me about this kind of awkward situation beforehand or if I could have talked to someone about my disappointment.

Worst of all, I sensed that the school, despite the initial excitement, started to gradually ignore me and the Chinese program. My request for \$100 funding was declined. Then, the principal could hardly find a time to meet me. Towards the end of my internship, I just wanted to get it over with and never return to that school.

My experience in the internship was not uncommon. Since 2009, I have been working in a center for Chinese language teacher certification at a large university in the eastern US. Part of my job is to supervise Chinese teacher candidates in their internships. Through teaching observations and interviews with them, I have seen and heard the same pride and disappointment I once experienced. I decided to systematically investigate our experiences with the anticipation to understand the various influences that would facilitate and impede our development as Chinese language teachers in the US schools.

SAMPLING TECHNIQUES AND CRITERIA FOR PARTICIPANT SELECTION

In this section, I specify my sampling techniques regarding the conditions and criteria which my study prescribes.

I had a limited sampling size to study my research interest. There were only a few Chinese certification programs in the US. I only had access to one of those programs at the time of my research. During my research period from January to December 2011, there were only three CLTCs doing their internship in the chosen program, so all three of them were invited to participate in my study.

However, I would argue that I had chosen a very valid program with three information-rich cases for my study. First of all, Merriam (1998) admits that for most case studies, “the case is given” (p. 65) and “it is no choice at all” (Stake, 1995, p. 3). It especially happens when researcher’s access to a study site and acquaintance with the

participants inspires the onset of the research. In my case, my desire to study the three CLTCs came from my job responsibility. I was their admission assistant before they were admitted to the program. At the same time, I was the liaison to the various resources with whom they wanted to make connections in the university. I even taught them one of the courses prior to their internship. Most importantly, I served as their internship supervisor assisting and evaluating their teaching practice. During those interactions, we became increasingly acquainted with one another. The mutual trust and confidence have laid the foundation for me to collect the most intimate, insightful, and valuable data that other outsiders might not had been able to access.

Merriam (1998) argues that determining selection criteria is of ultimate importance to purposeful sampling. LeCompte and Preissle (1993) also created a list of the attributes essential to the study and then “proceed to find or locate a unit matching the list” (p. 69). The three CLTCs all meet the three important criteria I had for my study – Chinese native speakers, foreign born and education, and Chinese language teachers who are engaged in internship at a university teacher education program for certification purpose. First of all, all of them are Chinese native speakers. To be more specific, they all received their entire K-16 education in mainland China in Chinese language only. Second, none of them were born in the US. They had immigrated to the US for a range of time lengths, from a few years to more than 20 years. So they were qualified as foreign-born teachers. Third, they were actively seeking certification in a teacher education program. As part of the certification requirement, they were working as student interns teaching Chinese language in three different high schools. Those three CLTCs represent a very diverse group of people with vastly different backgrounds, personality, attitudes, and

motivation for earning a certification. The school contexts they were in were largely different from one another. For more details of the background of the three CLTCs participated in this study, please refer to Chapter 4. Such three information-rich cases were sufficient for me to attain my research purposes of investigating the various influences' impact on the CLTCs' learning and development process.

RECIPROCITY OF THE STUDY FOR STAKEHOLDERS

Reciprocity, according to its dictionary definition, is a relation of mutual benefits or influence. My research benefits the stakeholders involved in the study in the following ways.

For the three participants, they were engaged in the design of the study as well as the data analysis from the onset of the research endeavor. In this process, they were informed of research methodologies that they could use for their own investigation of phenomenon of interest. Empowered by research, they were encouraged to do a lot of self-discovery and reflection on issues of their top concerns throughout their internship. During this process, their voices were encouraged and they were positioned as change agents to advocate for a more sensitive treatment of foreign-born teachers in their schools.

All principals and mentors as well as the research supervisors in the two counties where the study took place expressed their interest in reading the executive summary of the dissertation. They believed my research could inform them of the needs of the group of teachers to whom they may not have given enough attention to. Principals and mentor teachers in the study reported that my interview questions inspired them to pay new attention to the world language program especial the Chinese language program in their schools.

Two teacher educators were very supportive of the study. They offered valuable insights while engaging with me regarding the design of the research questions. During this process, we reflected on what the Chinese certification program has achieved and what could be improved further. They agreed that engaging in my research inspired them to take a closer look at the structure of the program and to create more services specifically needed for all world language teacher candidates.

MY POSITIONALITY IN THE STUDY

I have two separate roles with the three participants during the course of study. One of the roles was internship supervisor and the other role was the researcher. I have always kept in mind that it is extremely important to separate the roles I undertook to ensure the highest quality possible of this study.

From the beginning of the research, I was mindful that my role as my participants' internship supervisor may potentially jeopardize the trustworthiness of data collected. Creswell (2007) pointed out that power imbalance between the researcher and the individuals being studied may "raise questions about whether good data can be collected" (p. 122). In order to resolve the issue, I tried to fulfill the two sets of responsibilities in the most professional manner possible. I took all the precautions I could think of to avoid the possible influence of my role as the internship supervisor could have on the research results. For example, participants were assured many times that the evaluation result was solely based on their teaching performance. There was absolutely no connection between internship evaluation and research interviews. In this way, three CLTCs were more relaxed when they participate in conversations with me regarding the research.

The two roles I assumed during the time of data collection are discussed in detail below.

My Role as an Internship Supervisor

As the university internship supervisor, I worked closely with the university internship coordinator to serve as a liaison between the College of Education and the schools where teacher candidates were placed for their teaching practice. In the school site, my primary function was to work with mentor teachers to assist teacher candidates in developing teaching competence and evaluate their performances.

The supervision responsibilities included attending periodic meetings with the mentor teachers and teacher candidates regarding the teacher candidates' progress in developing teaching competence. To ensure that each student teacher would demonstrate required teaching competence, I conducted several two-hour formal observations during from May to December 2011. Prior to each observation, I received a lesson plan from the student teacher and exchanged emails with the student teacher to better prepare him or her for the demonstrated lesson.

Scheduled observations were solely about the student teacher's performance of classroom instruction and management skills. Written comments were provided during the post-observation meetings with the mentor teacher and the student teacher.

I took one month of maternity leave in the middle of the three CLTCs' internship. During that time, the department arranged another internship supervisor to do the evaluative observations on my behalf. The supervisor visited the three schools and observed the three CLTCs' classes during the time I was absent. The substitute supervisor

and I worked closely to report three CLTCs' teaching performance in the university Performance-Based Assessment System.

The supervisor's evaluation served as only one source of information for the final decision of fail or pass. The overall internship evaluation at the end of the internship was also based on evaluations from the student teacher's advisor, mentor teacher, and course instructor.

My Role as a Researcher

My visits to school as a supervisor and as a researcher were separate. I met the three CLTCs prior to their admission to the Chinese language teacher certification program. During the one year of their study in the program, three CLTCs developed interest in my research and decided to participate. Prior to their internship, they signed the consent form to indicate their agreement to be a part of the study. The first round of interview with them regarding their education background and expectations of their internship took place before they officially start their teaching practice.

Also during the meeting, each participant was given two separate sheets of schedules for possible observation dates – one was for supervision; the other one was for research data collection. Two kinds of observations were intentionally scheduled on different days so that there was no confusion. Also, the lengths of observations for two supervision and research purposes were different. Each supervision observation was scheduled to be two hours to cover one class period and one post-observation meeting. The main purpose of supervision observation was all about CLTCs' teaching performances. Each research data collection observation lasted a whole school day from 8am to 2pm. I needed that much time to shadow my participants as they engaged in all

kinds of activities in school. Also, interviews with the mentor teachers, teacher candidates, and principals were done during research visits either in their office or in the classroom they chose.

RESEARCH DESIGN

Data Collection

Sturman (1999) points out that in order for case studies to illustrate the complexities of a situation, information from a wide variety of sources should be provided. In this part, I describe in detail the methods I used to collect data for the study.

Interviews

Stake (1995) advocated interviews as the main road to multiple realities in case study (p. 64). Three interviews with each of the CLTCs were conducted. I also interviewed their principals, mentor teachers, and teacher educators at least one time during the internship period. The selection of the interview locations depended on participants' preference. Most interviews were conducted in classrooms and offices. Sometimes interviews happened in restaurants or CLTCs' homes. Each interview lasted about 30-60 minutes depending on the time available to participants and their interest level.

Both semi-structured interviews and open-ended questions were asked. I kept Merriam's (1998) advice in mind to use less structure questions because those questions assumed that "individual respondents define the world in unique ways" (p. 74). Therefore, most questions were open in nature. For example, after the introduction of my research interest, I gave my participants the diagram of my theoretical framework and asked them in what ways the diagram makes sense or not make sense to them. Sometime,

participants talked as long as 10 to 20 minutes for the issues that they felt like sharing after they saw the diagram. After they gave me their initial reaction to the diagram, follow-up questions were asked in order to navigate the conversation to a more specific direction.

In general, participants were allowed to control the pace of the interview and decide how much to share with me. However, in all interviews, when I heard oversimplifications, new ideas, relevant stories, or missing information, I probed to keep the interview on topic, signaling the desired level of depth, and asking for examples or clarification (Ruben & Rubin, 2005).

Interviews allowed me to observe participants' physical reactions to the questions – body language, and a change of voice volume and speech speed, etc. For example, I observed that one teacher's eyes were nearly closed and her head was hanging down while she was talking about how tired she was in the first month of the new job. Those physical responses helped me develop a better understanding of the content they shared with me.

Taking advice from Yin (2002), I used a voice recorder because audiotape “provides a more accurate rendition of any interview than any other method” (p. 92). I also took notes during the interview and wrote down as much as possible during and following the interviews. After the interviews, I wrote reflections, add noted body language, prepared more questions for the next interview, and searched for related documents mentioned by interviewees. This process, as Merriam (1998) described, was essential to allow me to “monitor the process of data collection as well as begin to analyze the information” (p. 87).

Appendix I-VII provides the interview protocols that I used for the study.

Site Visits and Observation

The field notes have proved crucial in my data collection and initial analysis. The observation protocol is provided in Appendix VIII.

I went to the three schools where three CLTCs worked at different points of time during their internship. Approximately about six school visits happened. For each visit, I stayed for about four hours in the school shadowing the teacher. I typed approximately of 30 pages in total during all the visits describing everything I heard or saw in the school. I paid particular attention to the teacher's interactions with other colleagues and students in school. After I left the school, I normally sat in my car for a while to jot down my initial reflections regarding that specific visit. While I was writing down my thoughts, I kept Patton's (1990) advice in mind, "understand it [...] as an insider while describing it for outsiders" (p. 207). In this way, first hand reality information rendered itself into more tangible contextual information for data analysis (Merriam, 1998).

Each site visit was compared with previous observations, points of clarification and possible lines of further inquiry were formulated after the site visit.

Oral and Written Journals from the Participants

Journals were generated and collected from the three CLTCs for the study only. Two of the CLTCs were given a voice recorder to record anything they would like to share with me during their internship. It could be incidents that have just happened in school or their feelings towards some issue. CLTCs were encouraged to use the recorder at any time of their convenience. They reported that they chose to record in their car before they drove home. As a result, about ten hours of oral journal was generated. For

the CLTC who was not comfortable with the voice recorder, she sent me her written reflections whenever she had finished them. About 6 written reflections were sent to me.

Towards the end of data collection, three CLTCs were invited to draw an illustration of their understanding of the various influences presented in their internship. They arranged it in order the importance of each influence and they gave me oral description of their illustration. Those illustrations were pivotal for me to further understand their internship experience.

Public Document Review

The documents I reviewed for the study included the internship handbook, state certification requirements, course work list, school regulation, class rules, as well as curriculum, textbooks, and other teaching materials that teachers used. One CLTC also forwarded me pictures of her working with other faculty members in school. Those documents were not generated for this study only but provided me with important contextual information for understanding the three cases.

Data Triangulation

Data triangulation was achieved through same data source triangulation and different data sources triangulation. Within each data collection methods, namely interview, site visits and observation, journals, and public document review, data were triangulated. For example, in each case, teacher's interview was triangulated with the principal's interview and the mentor's interview.

More importantly, in Yin's (2002) explanation, triangulation in case study could be done by means multiple sources of data. Yin claimed that "the findings and conclusions in a case study are likely to be more convincing and accurate if it is based on

several different sources of information, following a corroboratory mode” (p. 97). Patton (1990) also pointed out that “using a combination of observations, interviews, and document analysis, the fieldworker is able to use different data sources to validate the cross-check findings” (p. 244). Therefore, my study followed both Yin (2002) and Patton’s (1990) advice, using multiple sources of data – documents, interviews, and observations for triangulation.

Those major sources complemented and enhanced each other in the data collection process and proved a good combination to help me tackle my research questions. In particular, some interview questions were raised because of particular phenomena I observed in class. In return, observation data confirmed or clarified what I was informed in interviews. For example, when Olivia talked about how grateful she was for the abundant resources for teachers that the school provided, paying a visit to the school storage room helped me to visualize what she meant by “abundant.” In another case, when I saw a school display window full of Chinese folk arts pieces, I probed for the story of how it happened, which led to a rich description of her efforts of promoting Chinese culture understanding in school.

Data Analysis

Personally, I found the data analysis process similar to entering a world of wonders. Each step I take revealed a meaningful discovery. I was amazed at how each piece of evidence is related to the theoretical framework I created and how all the pieces are interconnected. Overall, the process was very rewarding.

Data Transcription and Translation

Marshall and Rossman (1999) assert that “the writer of a qualitative research proposal has an ethical obligation to discuss how he or she will approach the issue of translation” (p. 113). In my study all the interviews with the three teachers were done in Chinese, which had the advantage of more ease of speaking and richness in expression on the part of the participants, although teachers tended to switch to English with the key concepts and common practices in US schools, when the Chinese language lacks a commonly used equivalent.

For the writing of the dissertation, I translated all the interviews conducted in Chinese language into English. All translations were sent to the interviewees for verification of the accuracy and completeness of my translation. Participants all took a look at their own interviews’ transcription and two teachers added some more clarification to the transcription. As a result, about 100 pages of typed text of interviews transcription and translation about the three teachers were used for data analysis.

To quote from translated interviews, I used the English version of the interview which has been verified by my interviewees as correct but include Chinese phrases or words if there is not a direct translation of the words in English. The inclusion of Chinese in interview quotes would also remind readers that the interviews were originally conducted in Chinese rather than English.

Individual Case Analysis

Merriam (1998) points out that the processes of data collection and data analysis should go on simultaneously (p. 162). Creswell (2007) shared Merriam’s insight emphasizing data analysis should not only happen at the same time as data collection, but also there is an “analytical spiral” (p. 150) in which data management, reading, memoing,

describing, classifying, interpreting, and representing are hoops linking to one another, that “the researcher” touches on several facets of analysis and circles around and around” (p. 150).

For me, there was no particular moment when data analysis began. The analysis process began with the first day of data collection and continued on an on-going basis until the completion of the research. Beginning from the first site observation and the interviews, as the focus of my attention and the follow-up questions that directed the interviews were already based on real time analysis of what was observed and heard in the class and the interviews, I started preliminary analysis in the field notes, which included initial impressions, reactions and interpretations of the data, questions I had about the data, comparison with previous data, questions for future observations and interviews, comparison among three cases, and preliminary coding. The analysis sometimes resulted in paragraphs of writing that were very helpful in clarifying my thoughts and interpretations.

By the time I heard back from all my participants regarding translation verification, more comprehensive data analysis began. Yin (2002) particularly pointed out that there are two general analytic strategies for case study, one of which is to rely on the study’s conceptual framework. Analysis according to conceptual framework helps me to focus on relevant data and organize it in a way that could facilitate data analysis.

Glaser and Strauss’s (1967) constant comparative method for coding and organizing data proved to be very fruitful. I used color coding to categorize all data. Sometimes multiple codes were assigned to one section of the data because I had difficulty deciding which category it should belong. Codes that fall into similar categories

were put together for comparison (Strauss & Cobin, 1990). During this process, I developed a matrix of codes to see how they are related to each other. Grouping the categories into themes was also complicated because of the interrelation between the categories and the decision involved in what themes are more important and answer the research question. I needed to go back and forth between the data and the emerging themes and frequently move pieces of data around, as well as adding and deleting the pieces when the emerging themes changed in the process of analysis. After repeatedly comparisons and contrasts, in the end I established several themes to provide intensive and thick description for each case.

Cross-Case Analysis

In a multiple case study, there is an additional stage of analysis to the within-case analysis: the cross-case analysis (Merriam, 1998). A multi-case study seeks to build abstractions across cases, and the researcher attempts to see processes and outcomes that occur across many cases, to understand how they are qualified by local conditions, and thus develop more sophisticated descriptions and more powerful explanations (Miles & Huberman, 1994).

After the case analysis for each participant teacher, I conducted a cross-case analysis, and the categories and patterns of finding in each case were compared and contrasted. The analysis served to deepen the understanding of both single cases and provide more powerful explanations. My single case analysis identified patterned regularities and highlighted the findings, while the cross case analysis attempted to complement the single case analysis through fleshing out the analytical framework and comparing across the cases.

LIMITATIONS OF THE STUDY

Qualitative research was often criticized for its lack of objectivity and generalizability (Myers, 2000). Two major limitations related to the criticism were taken into consideration.

In terms of objectivity, many qualitative researchers point out that the traditional notion of bias and value free observation is in fact not possible (Denzin & Lincoln, 2000; Glesne & Peshkin, 1992). As the only data collector and interpreter, I was fully aware of the fact that my own assumptions, worldview, and theoretical orientation would impact the research in a phenomenal way. What complicated the situation was that, as a Chinese foreign-born researcher, my observation and interpretations were subject to the limit of my own perspectives on the Chinese and US educational systems and the cross cultural encounters.

To enhance the validity of the data, one strategy I used was member checking, by which I mean I checked back with my participants as often as necessary to determine if I have understood their answers clearly and if I have interpreted the data in the correct way. Another strategy I used was to involve participants in data analysis during the process of back and forth member checking. In addition, involving another teacher educator to share the internship supervision role as well as separating evaluation observations from school visits for data collection was believed to have increased the reliability of the data.

I have to take into account that while the three CLTCs' own reflection and description could offer the firsthand information regarding the details of their internship days, this information by nature was subjective and was only about their own experiences in a specific context at a specific time. Additionally, the small-scale case study of three

CLTCs in one semester of internship could only offer us a snapshot of the more comprehensive experience what world language foreign-born teachers have in US. Therefore, the findings of the study could not be generalized to other contexts or foreign-born teachers from China or other countries.

On the other hand, having been a CLTC I believe my study can provide more first-hand insight of CLTCs' internship experience and the results can potentially contribute valuable knowledge to the bigger field of foreign-born teacher studies. This kind of *Naturalistic generalization* as Stake and Trumbull (1982) term is meaningful because it is "derived from and closely related to the experience of the reader, whether or not being verbalized" (Stake, 1995, p. 86).

Currently, approaches for student teaching are diversified. In this study, three participants were interns but they were different from traditional interns because they were employed by their internship schools. Instead of following the track of what was described in the handbook, the route they took was innovative. So the findings of the study is confined to their situations, may not be applicable to all the other situations.

Unfortunately, I did not have the authorization to interview students. The research could have been more fruitful if I could triangulate data with information gathered from students' perspective.

CHAPTER 4: CASE PROFILES AND KEY INFLUENCES

In this chapter, the internship site selection process will be discussed first to provide general background information. Then descriptive information of the three cases, including the profile of the three native-speaking Chinese language teachers interns (CLTCs) and the school and county contexts they work in will be specified. After situating the three cases in their sociocultural contexts, I will present CLTCs' own description of the most prominent influences they encountered in their internship. The commonalities and differences across the three cases will also be discussed.

BACKGROUND INFORMATION ABOUT THE INTERNSHIP

The three participants Danny, Lingling, and Olivia were enrolled in a post-baccalaureate Chinese language teacher certification program (PBC) in a large university in the mid-Atlantic US. In order to be certified, they were required to complete 30 credits of teacher education courses and pass the Praxis I (Pre-Professional Skills) and Praxis II (Subject Assessment - World Language Pedagogy) tests¹¹. The year-long internship was an important component of the certification process. It was comprised of a 100 days, to be completed in 2 semesters, 20 days of observations in one semester and 80 days of teaching internship in the following semester. In the cases of the three participants, their year-long internship lasted from January 2011 to December 2011, crossing two school years. The data collection was focused on the second semester of their internship because that was when they assumed full teaching responsibilities.

The observations typically are done in the same school where teacher candidates do their teaching internship. However, in the summer of 2011, the three CLTCs found employment in high schools other than their assigned observation schools. Danny signed

¹¹ <http://www.ets.org/praxis/>

a full-time contract while Lingling and Olivia were initially hired as long-term substitute teachers, and then became permanent part-time teachers in November 2011. According to the introduction of the program leader, that was not the first time the foreign language program had allowed interns to switch placements during the year long internship, and also not the first time teacher candidates had switched to paid positions after they were already placed for their internship. The program encouraged teacher candidates to explore those opportunities in order to meet the needs for language teachers in the county.

The three schools in which CLTCs found employment were contacted by the program and were requested to identify a new mentor teacher for the interns. All three schools were very cooperative with this request and had identified teachers in the school to serve as mentor teachers. Consequently, all three CLTCs had mentor teachers in the school who observed them, provided feedback, and evaluated them on the university Performance-Based Assessment (PBA) system (Appendix IX). The CLTCs were also evaluated by a university supervisor, which in their case was the researcher. Another teacher educator in College of Education was invited to supervise their internship during the month of November, 2011 while I was on maternal leave. Under the supervision of mentor teachers and university supervisors, the three CLTCs carried out the full responsibility of school work in addition to teaching, such as planning lessons, meeting parents, and participating in faculty meetings, and other related work. Before they received their certification, all CLTCs were required to complete their Teacher Intern Professional Teaching Portfolio. The portfolio was a collection of documents which demonstrated CLTCs' professional growth and development.

According to Wenger's (1998) Legitimate Peripheral Participation (LPP) theory, for newcomers, the process of becoming a member of a community of practice takes place through peripherality and legitimacy, which are two conditions under which participation by newcomers is made possible. Peripheral participation in internship is achieved through "lessened intensity, lessened risk, special assistance, less cost of error, close supervision, or less production pressure" (p. 100). Normally, the internship affords LPP in that teacher candidates are normally given a lighter teaching load, fewer or no administrative responsibilities, and are inducted to practice by a mentor or a cooperating teacher. In the CLTCs' cases in this study, they were provided with special assistance from the university supervisor and the mentoring from the school. However, as the only Chinese language teachers in the school, they assumed full teaching responsibilities that every contracted teacher was supposed to take. The CLTCs in this study were put in the spotlight since their first day on their job, which led to unique experiences that other teacher candidates may not encounter.

SOCIO-ECONOMIC CONDITIONS AND RACIAL DISTRIBUTION OF THE INTERNSHIP SITES

The three schools that CLTCs were employed in their second semester of internship were the research sites. The two counties, Johnson County and Green Lake County, in which the three schools are located, are geographically adjacent to one another but very different in terms of wealth and student population.

Johnson County is one of the wealthiest African-American majority counties in the nation. As of the 2010 census report (United States Census Bureau, 2010¹²), the racial and ethnic composition of the county was over 60% African American, 10% Hispanics or

¹² [United States Census Bureau](http://quickfacts.census.gov/qfd/states/24/24031.html). 2010. <http://quickfacts.census.gov/qfd/states/24/24031.html>.

Latino, and 15% White. Nearly 80% of the students in public schools in Johnson County are African American.

Green Lake County is among the wealthiest in the United States. The racial component of Green Lake County is different than Johnson County. Green Lake County has an approximately 16 % African American and 12% Hispanic or Latino population with 55% are white and 14% Asian Americans (United States Census Bureau, 2010).

Public Schools in both Johnson and Green Lake counties have established partnerships with several universities around the area. There are over 60 schools in the two counties that are designated as Professional Development Schools (PDS) sites. It is roughly calculated that approximately 200 interns and 50 observation students from partner universities at PDS sites in the two counties each school year.

Danny was employed in Eastfield High School in Johnson County. Eastfield's current enrollment is around 1,500; at which 89% is African American 8.0% is Hispanic. Over 40% percent of the students receive free and reduced lunch. The school opened its Chinese program in the fall of 2011. Danny was the first Chinese teacher in the school.

Lingling and Olivia were hired in two high schools in Green Lake County, with Lingling in Shelton High School and Olivia in South Hill High School. Among its 2150 students in the 2011 school year, Shelton High School had an over 60% white, 0.2% African American, 19% Hispanic or Latino, and 15% Asian American student population. While in South Hill High School where Olivia was hired, the student body was predominantly Latino (60%) with only a few African American students and less than 20% of student population as white and Asian students.

Illustration VI reflects the physical locations of where three Danny, Lingling, and Olivia were placed.

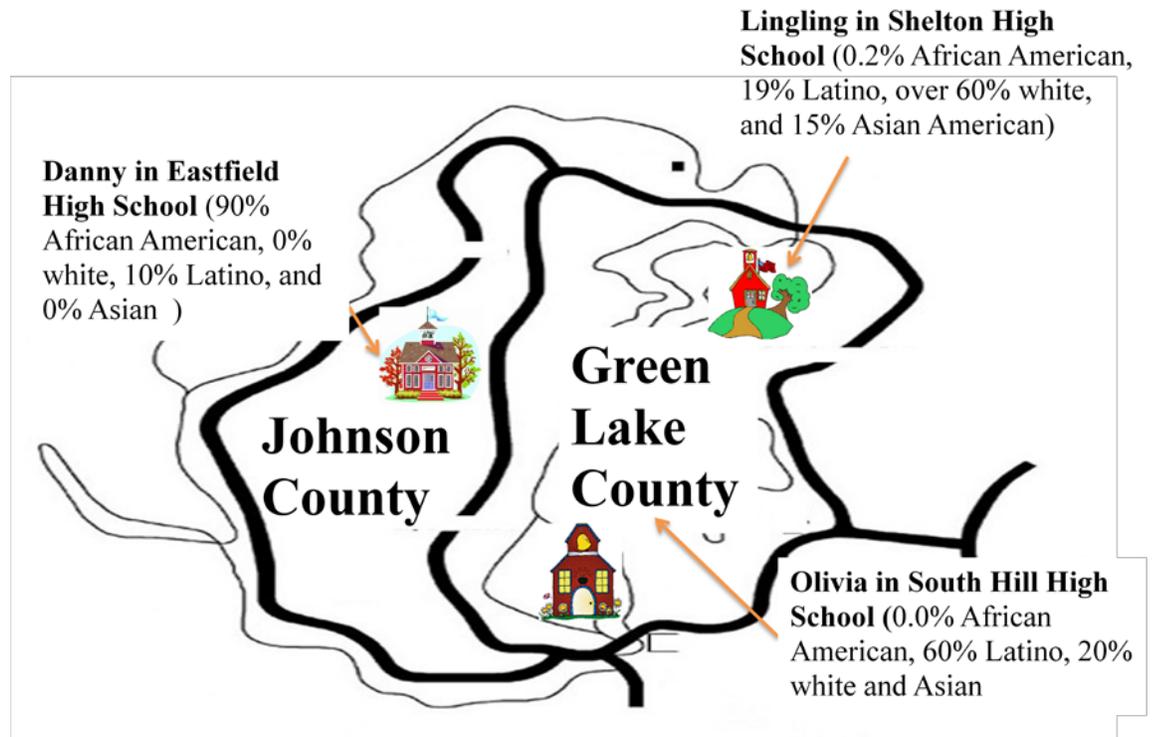


Illustration VI. Schools Locations and Racial Distribution in the Three Cases

As it is shown in the illustration that Olivia and Lingling worked in the same county – Green Lake County, so that they had some opportunities to see each other at professional development workshops and county meetings. They often called each other to discuss lesson plans and strategies to manage class. At the same time, Danny communicated with Lingling and Olivia once a while to share with them his experience in Johnson County and to exchange activity ideas with them.

TEACHER PROFILES

In this section, the three participating teachers' educational backgrounds, prior knowledge and skills about teaching, their teaching philosophies, dispositions, and career goals are specified.

Danny

To Live is to Learn

Danny is in his early fifties. His education journey started in China where he received his bachelor's degree in English education and master's degree in English Literature. He then taught English as a Foreign Language and English Literature at a university in China for a number of years. After earning his doctoral degree in Multicultural Studies in US, he assumed multiple roles in various jobs in US: an instructor of English Composition in a state university, a teacher of Chinese Language and Culture and school administrator at a heritage language school, a Chinese-English interpreter, translator, and publisher. He came to the Chinese language teacher certification program to extend his learning journey with the anticipation to acquire education knowledge to teach in US K-12 public schools and obtain a teaching job in the State where he currently resides.

Before he entered the teacher certification program for a more systematic study in Chinese language teaching, he had been seeking opportunities to learn more about the Chinese language teaching field in other occasions. For instance, he attended the Governor's summer institute, where he updated and expanded his knowledge on ACTFL's national standards, curriculum design, assessment, technological aid, and best practices in world languages classrooms. Through the US Department of Education's

workshop on Chinese he explored standard-based teaching methodologies and the communicative teaching approach.

He spoke highly of the course work that the teacher certification program offered.

In one of reflective journal entry before he started his teaching internship in Eastfield High School, he wrote:

[This program] has given me an opportunity to systematically acquire theories, methodologies, and best practices in world languages teaching and beyond. And I sure hope this PBC program would help launch me to the next stop on my journey towards a Chinese teaching career.

However, as he embarked on his journey as a beginning Chinese language teacher in Eastfield High School, he started to realize that the course work that he had taken in the program could not sufficiently prepare him for the reality of working in an urban school. To deal with this, he engaged himself in a variety of professional development activities to improve his teaching technique. Through professional memberships such as ACTFL and CLASS (Chinese Language Association of Secondary-Elementary Schools), by periodic updates on new Second Language Acquisition theories and pedagogies, via professional development seminars in expanded Asian studies, and from steady interactions and exchanges with fellow teachers and researchers, he was always on the lookout for new assessment strategies, new technologies, and new methodologies for possible use in his classroom.

Both Chinese and American

At the time of the study, Danny had lived in the US for over twenty years. He has a Chinese name but most people know him by his English name. He claimed to be equally comfortable in both English and Chinese. In his journal entry he said:

Over the course of my residency in the US, I began to think of English as part of my native language. This is not because I have a native command of English, but because the English context in which I have been immersed myself has been seeping into my “blood,” and harmoniously mingling with my native Chinese side. Even though others may look at me as Chinese -- and I certainly look my Chinese part -- and hear my hard-to-beat accent, I feel myself to be both Chinese and American or neither Chinese nor American, although I am by law Chinese American.

In our talk, Danny reflected that professors in both China and the US have exerted tremendous influence on his perception of himself as a both Chinese and American. He had a Chinese professor who taught him the value of independence without sacrificing the “Chineseness” in his root. Also, he encountered US faculty members in Multicultural Studies in graduate school who provided both in-depth perspectives on American culture and an informed framework to re-look at Chinese culture. In effect he benefitted extensively from professors in both cultures.

His language learning experience with English shaped how he looked at himself in another way. He said that English language learning has taken him out of the Chinese context - literally and figuratively - and expanded his horizons, which he couldn't imagine before his contact with the English language. He wrote:

The exposure to the English language and all the other aspects along with it -- social, cultural, philosophical, psychological, and political -- has changed my mental state. It made me more international in the narrow sense of the word or somewhere in between the two cultures.

Learning a world language to him, didn't just enable him to gain a language skill but adopted a whole new dimension into his worldview. He said that the process of his maturity was intertwined with his journey of learning the English language. That was exactly why he wanted to be a world language teacher -- to teach his students a broader understanding of the culture and cultural interaction as facilitated by another language.

To him, the past 20 years in US has been a cross-cultural journey of discovery towards more maturity and an increasingly inclusive perspective. As he gained more living experiences in the US and reflected on his experiences in China as well as in the US on a daily basis, he began to be able to see things beyond the surface, and to appreciate the complexities in American culture as well as the Chinese culture, all of which has formed a broad foundation for him to proceed with a language teaching career.

On a Mission to Nurture Learners

Danny was very attentive and serious about teaching Chinese language. His goal was to nurture “whole learners”, as implied in Chinese culture’s understanding of education, and promote the learning of the “whole language,” as reflected by the national and state world languages teaching standards. In our conversations, he said:

I firmly believe in a holistic approach in not just conveying the knowledge, but also in nurturing students to grow in language study as lifelong learners -- with broadened vision of the world and strengthened critical thinking skills in the other subject areas.

To illustrate his point, he shared with me his lesson plans on the topic of Chinese New Year in which he guided the students to strengthen their understanding of culture through the language. He hoped that the application of this holistic approach would encourage students to develop a long -term interest in the exploring of Chinese culture and language.

To make sure students would work the hardest to realize their potential, he expressed high expectations of students while giving his best effort to help students reach their goal of academic excellence and independent thinking. He shared with me that he understood the significance of intrinsic motivation for a learner, so he usually starts off every semester with an interactive “pep talk” to the whole class, such as:

I expect everyone to work hard and try your very best, and you will be successful in the end. Whenever you need help, I will be here to offer whatever I've got. I am willing to work just as hard.

He said that in his previous teaching lives, when students saw his meticulously prepared lesson plans and his genuine interest in all their participation and success, it worked wonders in encouraging them to live up to the highest expectations while discovering the new world of a language different than their own. He said:

When we have the final goal of learner's learning success in mind, and work toward the goal with all the conscientiousness, diligence, and sensitivity, I believe that excellent teaching just falls right into its place.

Commitment to Work for Disadvantaged Population

“He who opens a school door, closes a prison”

- Victor Hugo

Unlike most people with a doctorate, Danny's career passion was in K-12 public education. Through his many year of volunteer work in schools with his children who were in middle school, he observed and experienced first-hand some weak aspects of US K-12 education system. He was hoping to exert his effort to help to improve those less desirable aspects. For him, students needed the most guidance from the brightest and most excellent teachers in K-12. However, there was a lack of highly qualified teachers who seriously care about those school children, particularly in underprivileged communities. For that reason, he was willing to play a direct role in making a difference, to give more hope to children who needed the best teachers the most.

In addition to his teaching work, he did volunteer interpretation work in the community, which enhanced in his new understanding of the diverse student populations and their needs outside of the school setting. When he interpreted or translated for the

government housing agencies or department of Health and Human Services, for instance, he got to know a whole new dimension of the diverse community and the families as affected by their socioeconomic status and limited English proficiency. He felt extremely rewarded - not only by the satisfactory feeling of being able to help out, but also by learning how human resilience and persistence can triumph in times of hardship. This has enriched his view and vision as a language teacher, and opened up his mind on ways to best instruct students of all groups.

In his teaching days prior to the internship, he stepped out of his comfort zone to reach out to students of all backgrounds. He was very mindful that different learning styles (visual, audio, and kinesthetic), multiple intelligences, cultural and socioeconomic differences, and linguistic environments may all be factors that can affect his students' learning process and levels of acquisition. This sensitivity guided him to provide necessary differentiated instruction, scaffolding, and other accommodations in order to maximize every learner's learning success. To him, the basic empathy of a teacher towards a learner's specificities in learning was the very first step on the road of teaching excellence because any solid lesson plan and motivating classroom instruction hinge on the deep-level understanding of the multi-faceted learners in our multicultural society.

His encounter with underprivileged children in his first semester of internship also intensified his commitment to working for low-income areas. He recalled his experience as a guest speaker in one of classes where he was placed as an intern observer. The group of low-achieving students who normally gave their teachers disciplinary headaches sat for his 45-minute presentation about Chinese culture quietly and wide-eyed. After the talk, one of the students even came to him and held his hands saying "thank you." This

experience made him realize that he could make valuable contribution to those children's education with what he knew.

Another moving incident during his first observation internship also reinforced his commitment to help children who are influenced by unfortunate family conditions. He met a student in his observation class who had not eaten any food for almost four days because of family poverty and negligence. With tears in his eyes, he gave that student 10 dollars for lunch. He remembered:

I was in tears for the rest of the day. I went to the restroom, and tears just ran down my cheeks. I became more determined in my thinking toward going to work in Johnson County than in Green Lake County.

It was that moment that he decided to work in an urban school where he could make the biggest difference in children's life. That's why he later decided to sign the contract with Eastfield High School in which over 80% of its students come from low-income families.

Future Goals

Danny had two plans for the future that he hopes to materialize. First, he wanted to write a book comparing Chinese and US cultures. This will be an extension of his dissertation project in which he did profound analysis of the two cultures. Another potential undertaking in his future will be opening a charter school. He thinks that is another way to utilize what he has learned about education and give back to the society.

Lingling

Twists and Turns in the Search for a Career Direction

Lingling was in her mid-30s. On her road towards a professional language teaching career, there had been twists and turns, with detours in the middle and further

expansion of her original goals towards the end. Lingling majored in French in college when she was in China. Later, she moved to France to pursue master's degrees in Linguistics and in Sinology. After graduation, she decided to further her doctoral study in Linguistics in a renowned French university, where her interest focused on the comparative study on the French alphabetic and Chinese logographic writing systems.

While she was preparing for her first class in the doctoral program, her husband accepted a job offer in a metropolitan city on the east coast of the United States. She had no choice but to quit the program and move to the United States with her husband. For the first two years after coming to the United States, she struggled in terms of establishing a new career path while raising a son. To her great disappointment, she was unable to successfully land a job in United States, even with two master's degrees from France. To make matters worse, a professor from the university she was planning to apply to discouraged her from attempting to continue her doctoral study in French linguistics study. The reason was that the job market for French linguists in US is not promising.

During these difficult times, she met a Chinese professor who suggested she consider teaching as a profession. Under the guidance of the Chinese professor, she immediately applied to the education program with the focus on studying TESOL and Special Bilingual Childhood Education. Before she could finish her training, her husband accepted a new job that required her family to move to another state. Once again, Lingling had to quit her program and search in a new career direction. However, this time, she had a clearer goal, which was to get accredited to teach through a Chinese teacher certification program.

A Natural Language Teacher with Children

Lingling is a cheerful soft-spoken woman and a devoted mother of a three-year-old boy. Before she enrolled in the Chinese language teacher certification program, she took part-time jobs at younger children world languages learning centers as a teacher of younger Chinese children ranging from 18 months old to 5 years old. She said that she felt at home when working with young learners. Her sunny smile, her sweet voice, and her motherly care made her a very popular teacher among the children. She shared with me that:

When I first started teaching young learners, I felt a little reserved and uncomfortable. With time, I knew the most important thing was to overcome my own fears. My personality is good for teaching younger kids. They like my smile and my voice.

As a parent herself, she understood the best ways to entertain the children while teaching them. Lingling also quickly learned that establishing a great relationship with parents was also important to being a good teacher. She respected the high expectations that parents had for their children and worked extremely hard to help the children meet those expectations. In her classes, parents were encouraged to engage in learning with their children, especially in the classes of children under three years old, where the parents were invited to participate in class activities with them. She gave me an example:

When I taught them the word “foot,” children were so happy to stand on their parents’ feet and walk around with them. We were having a lot of fun together.

After the first class, parents stayed to ask her questions, so she left her email address with them. She then emailed them her lesson plans and related teaching materials prior to the next class. Parents appreciated this level of openness.

Lingling was very successful as a Chinese language teacher to young children. However, at times, she did not want to be viewed as a teacher who could only work well with younger learners. She wanted to have opportunities to teach middle school and high school students as well. She had worked with older learners before but in other contexts. She had taught French to adults who were planning their trips to France, for example, teaching them how to book an airplane ticket or how to make a reservation in a hotel. She was looking forward to working with US high school students in her internship so that her teaching skills could be sharpened in other ways.

Life is a Learning Journey

Lingling was very conscious of the fact that, as a newcomer in this country, she would definitely encounter language and cultural difficulties. But, she embraced those challenges and said, “Everybody has been there and everything is a learning opportunity for me.”

After living in US for five years, she considered herself still in the beginning stage in terms of understanding US culture:

When people in China ask me about the US now, I just give them an uncomfortable smile because I do not know much about it. I think when I am 50 or 60, I will be able to talk a lot more about the US. This will be my growing journey.

She quoted two Chinese idioms to illustrate how she would learn in her job. The first idiom was “教学相长,” which means “teaching and learning promote and enhance each other.” She said that this wisdom deeply inspired her to see each teaching day in her part-time jobs as growing opportunities:

I view teaching as a process of learning for me. Teaching Chinese takes more than just knowing about Chinese language and culture. I will have to know more about US culture to be able to teach well. For instance, in lesson 18 in the textbook I use

to teach heritage learners in the summer camp, they are required to compare the US Constitution and the Chinese Constitution. I knew little about both at first, but I got to know both better after the lesson.

The other idiom comes from the great Confucius classic *Analects* “三人行，必有我师焉” (韩愈). The English translation for this saying is “In strolling in the company of just two other persons, I am bound to find a teacher” (as translated in Ames & Rosemont, p. 115-116). To her, students brought with them unique knowledge that she could value and benefit from. She said:

For example, many of my students speak languages other than English at home. It is fun for me to ask my students what languages they know. Through this inquiring process, I not only had the opportunity to learn some expressions in other languages, also I got to know my students better.

Future Plans

Lingling listed a few significant things that she wished to accomplish in the near future.

She is particularly interested in integrating technology techniques in language teaching. She regularly participated in several technology workshops in hopes to find new ways to enhance her lessons.

Other professional activities are on her agenda as well. For instance, she was hoping to be elected to receive training in China sponsored by the Chinese government during the summer.

If possible, she wanted to be a special education teacher because she is also interested in working with children with special needs. She has taken a few courses in special education in the city where she used to live. She may continue to take more courses and try to be certified in the field of special education.

If possible, she said, she could also contribute to the world language education in the school by teaching French, her second language.

Olivia

Teacher, Administrator, and Teacher Educator

Olivia had just turned fifty. In her whole life, she has worked hard to develop herself as a teacher, an administrator, and a teacher educator.

Before she came to the United States 25 years ago, she was a college teacher of Psychology where she received distinguished rewards for her excellence in teaching. Later, she furthered her education in the United Kingdom as a Sociology major graduate student in 1987. After receiving her master's degree in the United Kingdom, she moved to the United States with her family in the early 1990s.

In her teaching philosophy, she wrote that one of her missions as a teacher was to bridge the gap between learning English and learning Chinese. For example, after learning that her students were studying Shakespeare's *Macbeth* in their English classes, she had them translate the play and performed it on stage in Chinese. During this process, she compared the subtle grammatical differences between patterns in Chinese and English sentence patterns. She was very glad that students enjoyed this new way of learning Chinese.

She was also an administrator in a Chinese heritage school for over a decade which prepared her for the job in South Hill High School in a significant way. For instance, as one of the heritage school board members, she organized numerous Chinese cultural activities during which she gained valuable management skills. She planned to

utilize her excellent organization and management skills in engaging students in similar cultural exchange events in South Hill.

With many years of accumulative experience as both a teacher and administrator, Olivia has developed unique skills conducive for working with diverse groups of people with different abilities and expectations. She said that her strength lies in her sensitivity to students' needs. She knew what students wanted and could gear her classes towards students' interests.

The world-famous teacher educator Mr. B·A·Cyxomjnhcknn from the Soviet Union has always been her role model. To Olivia, Mr. Cyxomjnhcknn exemplifies what a truly excellent teacher and teacher educator should be like. With admiration she talked about what a great teacher educator Mr. Cyxomjnhcknn was:

During his twenty years as a school principal, there was no single day that he was not in the classroom teaching. On a daily basis, he kept detailed recordings of his teaching and students' responses. During the summer he published his observation and the lessons he has learned so that many more teachers could benefit from his experience. So, in my opinion, he is a true teacher educator who not only knows about theories but also practices theories, who not only knows about administration but is also a master teacher himself. He is the kind of teacher educator that I wish I could be.

Previous Struggle as a Chinese Language Teacher

Olivia's first contact with US public school system came from her first job as a teacher in an elementary school 15 years ago. "After some basic assessment and training, I started my job, teaching two Chinese language classes at the fourth grade level." In view of the fact that most of the students were from affluent families in that school, her presumption was that she should be having an easy time dealing with students. However, she encountered challenges owing to her limited English proficiency and her unfamiliarity with the US social and cultural aspects. In her recount:

I did not know that my accent would be an obstacle for being a teacher. The Chinese language emphasizes tones. It has its specific rhythmic sequence or flow of sounds. I used the Chinese rhythm to read English stories to my students, but they found it really bizarre. Some of them even laughed at me because I stressed words that were not supposed to be stressed and I over-articulated the sounds of words. They found my reading funny. I felt really bad about myself.

Olivia has demonstrated resilience in times of adversity. She started to pay attention to how other teachers and students read stories. She soon realized that other teachers read in a fast flow with little emotion. She imitated their way of reading and practiced often. Students gradually got used to her accent.

Other challenges came from classroom management. During one of the recess times, there was a boy who tossed his apple in the air. Olivia did not stop him because she thought it was not a big deal. To her surprise, in a short moment, the boy ignited a snack-tossing war in the class. Students were crazily throwing their snacks at each other. She immediately contacted the principal when the situation got out of her control.

Recalling that day, she still felt puzzled and hurt:

In my opinion, it was the students' fault to throw snacks at each other, but it turned out that everybody pointed their fingers at ME. The students said that they were allowed to do so because I did not stop the boy at the beginning. I couldn't believe they thought they were right and I was wrong. I did not prepare for that. Why would they blame me? As a result, the school decided that I was not tough enough during that incident. I was too soft in the principal's eye. No punishment was given to me because I was a new teacher then. But, I have learned my lesson and will never let it happen again.

The biggest incident she could still vividly recollect happened on the Halloween Day in her first year of teaching. All the fourth-grade classes had decorated their classrooms and prepared costumes to wear to celebrate Halloween. The plan was for all kids to wear their costumes and parade around the campus. Her two classes had been working on the preparation for almost a week and everybody was excited about it. On

that day, when all her students were trying on their costumes, one of the parents showed up to pick up his daughter. When he saw the class Halloween Theme decoration, he was so upset that he complained loudly. Even though Olivia's department chair defended her by explaining that the whole purpose was for children to have some fun instead of celebrating any religion, the furious parent went to the principal and the Parent Teacher Association president to boycott the celebration of Halloween. As a result, the whole Halloween activity was cancelled in school to the disappointment of Olivia and her students.

In retrospect, Olivia related to what she has learned in her Anthropology class in England for explaining that parent's extreme reaction. The lesson she drew from the incident was that she needed more social, cultural, educational knowledge in order to function as well as a teacher in the United States. For instance, when the parent was citing various laws to support his argument, she found it hard to argue with him because she had no idea of what he was referring to. That was one of reasons she decided to enroll in the certification program.

Reasons to Get Certification and Future Goals

She was quite frank with me about her age, stressing that getting a teaching job in a public school might not be the long-term goal for her anymore. Her passion was in her administrative work in heritage school and after school programs where she could live a longer professional life. Therefore, her real reason to become certified was ultimately for teacher training. By going through the whole certification process herself, she was better prepared to train other teachers working in the heritage school and after school where she

was an administrator. She was also hoping to be able to offer suggestions to teachers who were seeking certification based on her first-hand experience. She said:

I have always been encouraging others teachers to seek for certification. However, among the over 100 teachers that I have known of, only one is certified in math. None of the teachers I know was certified to teach Chinese language. What is more, I heard that all the certified Chinese language teachers in our county are from Taiwan, No teachers from mainland China was certified. So as a teacher from mainland China, I hope I could have certification and be able to guide more teachers from either Taiwan or China towards certification.

COMMONALITIES AND DIFFERENCES ACROSS THE THREE CASE PROFILES

As the three Chinese language teacher candidates (CLTCs) passionately shared with me their dreams and hopes of their lives, I was honored as well as humbled by the privilege of being able to listen to their stories and describe it for them. Even though I have known them for a while by the time of interview, it was only through the interviews and reading their biographies that I was able to develop a deeper understanding and appreciation of their experiences and goals. Meaningful comparisons started to emerge as I went back and forth to check on the details that I may have missed or misinterpreted with each one of them.

Table IV provides a summary of the general background information of the three teachers.

	Danny	Lingling	Olivia
Gender	Male	Female	Female
Age and education background	Early 50s; immigrated to US about 20 years ago; US citizen; doctoral degree in Multicultural Studies in US; taught English and English Literature in China and Chinese writing	Mid 30s; bachelor and master's degree in Linguistics in French from France; immigrated to US 5years ago; permanent resident; had experience teaching French and Chinese. mostly worked with	Early 50s; immigrated to US about 20 years ago; US citizen; master's degree in Sociology from UK; had experience teaching college and Chinese school students; worked as Chinese school

	in US	younger learners	administrator
Employment Status	Full time student; full time teacher; teaches four 1.5-hour periods each day He is the first and the only Chinese language teacher in the school	Full time student; part-time sub teacher before Thanksgiving 2011; part-time teacher after Thanksgiving 2011; teaches 4 hours each day She is not the first but the only Chinese language teacher in the school	Full time student; part-time sub teacher before Thanksgiving 2011; part-time teacher after Thanksgiving 2011; teaches 3.2 hours each day She is not the first but the only Chinese language teacher in the school
School	Eastfield High School; Johnson County	Shelton High School; Green Lake County	South Hill High School; Green Lake County
Levels Taught	He teaches 5 level-classes.	She teaches 1 Level 1 class, 1 Level 2 class, and 1 combined level class (Level 3, 4 and AP)	She teaches 1 Level 1 class and 1 combined level class (Level 2, 3, 4, and AP)
How did they get hired? How long did they have to drive to work?	Intentionally chose to work in a low-income area to “give students more hope in life”; about 1 hour drive from home	She was originally hired by South Hill High School but chose to work in Shelton High School later; about 10 minutes drive from home	When Lingling declined the job offer, the program recommended Olivia and she was hired on the spot; about 30 minutes’ drive from home

Table IV. A Brief Summary of the Background Information of the Three Participants

The three cases were different in many aspects in terms of three CLTCs’ background, intention for certification, school student population, and so on. In this part, I will just pinpoint the most salient similarities and differences across the three cases that helped me to answer the research questions.

Commonality 1: They were enthusiastic and ambitious learners

One thing that was prominent about the three CLTCs was that all were enthusiastic learners with ambitions. They were highly educated and they were engaged

in continued learning. By the time of research, in addition to the certification program, they were frequent participants of various professional development workshops on and off campus.

Danny was engaged in cultural studies and got a doctoral degree in his field. Lingling's passion was in linguistic studies. Two of her master's degrees were about linguistic comparative studies between French and Chinese languages. Olivia's degree was in Sociology. The three CLTCs' education background concurs with data collected from STARTALK programs which revealed that STARTALK world language teacher candidates were "predominantly native and speakers of the language and mostly college-educated, though not necessarily in disciplines related to language teaching" (Ingold & Wang, 2010, p. 18).

Commonality 2: All are highly educated and had prior teaching experience

Although teaching different subjects, all three CLTCs had a number of years of teaching experience in both China and US. This finding resonates with the sociocultural understanding that teachers are not empty vessels waiting to be filled with theoretical and pedagogical skills. Among them, Olivia has the most teaching experience. Her teaching career started in China when she graduated from college and extended to US elementary school when her daughter turned three. Over the past 20 years, she has been an active teacher in heritage schools and after school programs. Lingling's only experience with US education came from her short-term work with younger learners. But before that, she was a part-time French teacher with adults in both China and France. Danny's teaching experience in both China and US was mainly with college students. The subjects she taught included writing and cultural studies.

In terms of educational background, all three CLTCs had attained at least one master's degree before they entered the certification program. Danny had earned a doctoral degree and Lingling had two master's degree.

Commonality 3: They learned about US education system through their children's education

All three teachers were parents who were actively involved in every aspect of their children's education. This has become one of the major channels where they got to know about US education system. However, in regard to the length of time they resided in US and the age of their children, the three teachers were at different points of the continuum of familiarity with US education experience. Olivia's knowledge about US model of schooling grew as her daughter progressed from kindergarten all the way through college. Her active involvement in administrative work in Chinese heritage schools and after school programs expanded her knowledge scope as well. Danny, even though he had resided in US as long as Olivia did, had not yet had more experience beyond the middle school where his children attended. Lingling's son would be in kindergarten soon, so she had the least experience with US school system by the time of study.

Difference 1: They had different motivations for certification

Danny, Lingling, and Olivia started from different motivations for certification. Danny was looking to be certified in order to work in K-12. Even with a doctoral degree, he had no intention at working in higher education. He has observed that, "There are already a flood of people with advanced degrees serving in colleges and universities. While in K-12, there is a lack of people with real advanced knowledge to help students lay a solid knowledge foundation for the rest of their lives". His passion was in K-12

education where he could make a more significant contribution to children's life.

Lingling sought certification mostly out of practical financial needs. Teaching was the most appropriate job within her range of knowledge and skills that could increase the income for her family. As for Olivia, her main reason to join in the program was to gain more knowledge so that she would be in a better position to train other fellow teachers.

Difference 2: They worked in different school contexts

The sociocultural contexts that three CLITs worked were vastly different, which had a tremendous impact on their internship experiences. What further distinguished one case from another was the profound difference in student population. Danny's students came mostly from African American low-income areas. He had a challenging student population to work with. Olivia's students were largely Latino, from either low-income or middle class families. Lingling's students were mostly White and Asian from well-to-do communities. Also, as the only Chinese teachers in their schools, Danny worked full-time while Olivia and Lingling were part-timers. Danny had only level-one students who had no prior exposure to Chinese language. Lingling and Olivia found themselves teaching all the way from beginning to AP classes. It was also the first time that Lingling and Olivia had to teach multi-level combined classes.

Overall, the three CLTCs are distinctive from one another in terms of their background, qualification, and work contexts. The investigation of the three cases yielded a wealth of information which enabled me to seek answers to my central research questions.

In the next section, I examine the three CLTCs' interpretation of the key influences present in their internship.

KEY INFLUENCES IDENTIFIED BY THREE TEACHERS

In order to capture the most accurate information of the teachers' own interpretation of various key influences in their specific case, teachers were invited to provide illustrations of the various influences as well as the interactions among the identified influences from their perspectives. Danny was not able to draw the draft illustration in my presence but we discussed the components extensively over the phone. Lingling and Olivia sketched their illustration on a piece of paper as we spent an hour or so on this topic face to face. To highlight the most important parts of the conversations I had with the teachers, Illustrations VII, VIII, and IX were constructed based on the draft drawings as well as oral description that I have obtained. The draft drawings are included in Appendix X, XI, and XII.

The first research question I asked was "what are the key influences that shape CLTCs' internship experiences?" In order to answer this question, I compared and contrasted the three illustrations that three CLTCs provided and conducted in-depth analysis.

Danny

Illustration VII managed to capture what Danny described to me on the phone. Influences were numbered in the order of importance with students' families and culture as the most remarkable force shaping learning and teaching in his school. Most of Danny's students were from underprivileged areas with a significant number of families in poverty. From Danny's perspective, students from such a background posed less favorable attitudes towards teachers and education in general. Consequently, the school supports students' learning that they did not get from their family. So the first two

influences he identified - students' family and culture and students' attitudes determined what the Danny needed in order to be effective.

Given the features of the student population, Danny's colleagues, including administrators, teachers, and staff, served as a strong support for Danny's work. For that reason, Danny listed people he worked with in school as the third importance influence. Danny specified school budget as the fourth influence because a lack of basic teaching equipment in classes presented both challenges for teaching as well as opportunities for creativity in his case.

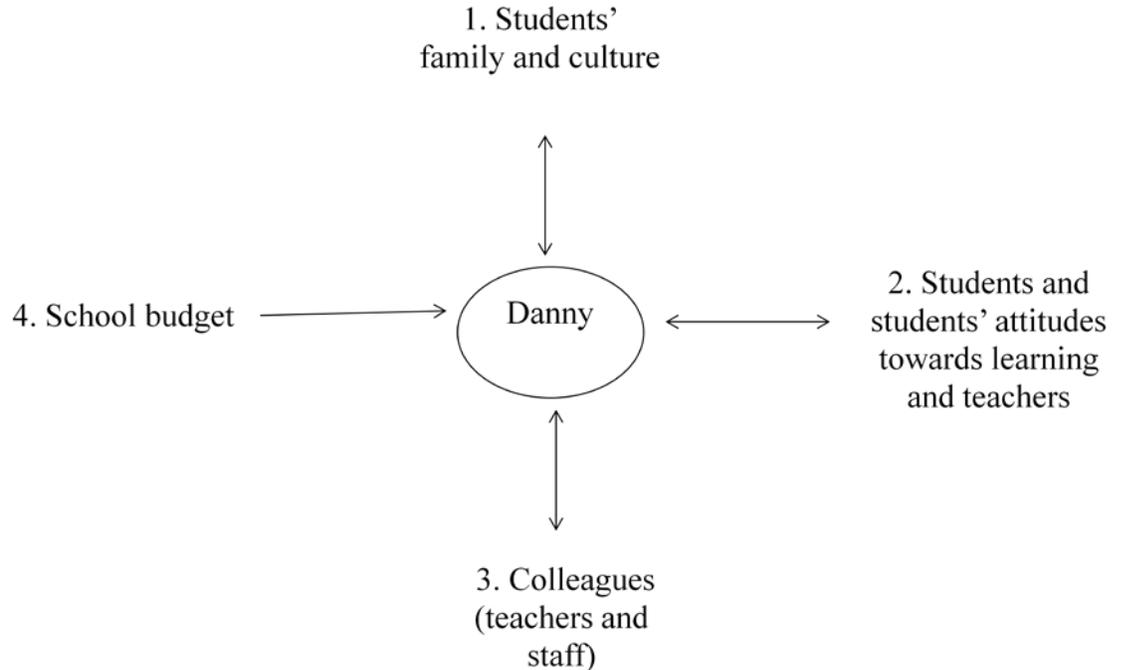


Illustration VII. Danny's Illustration of Various Influences on His Internship Experience

Regarding Danny's case, the most important influence was students' family and culture which in turn determined students' attitude towards learning and the learning results. In other words, the community and culture defined students' learning motivation and teaching effectiveness. Eastfield High School is an urban school where poverty defines a big part of the students' school experience and academic outcome. Danny

learned that teachers in the school viewed the student population as somewhat “special”. By special, he meant that there were many broken families some of which failed to instill in the students the basic aspiration and respect for education. While there were some students who value schooling and tried hard to excel, it was not the norm for the majority of the students.

My field observation in Eastfield High School confirmed Danny’s description of the school. I was surprised to see that teachers’ valuables in the class were locked in a cabinet and vending machines in the hall way were protected by iron bars for security reasons. Students were found hanging out in the hallway during class time because they simply chose not to attend class. By the time I was visiting the school, I was seven-month pregnant. While walking in the hallway, many students showed interested in my status and kept asking me questions about babies. Danny’s mentor explained that pregnancy was not an unfamiliar topic to them because some of them had gone through pregnancy.

Working in the school, Danny emphasized that any representation of the teaching internship experience at this school had to start from this perspective:

It is impossible to understand the influences on my development and engagement without truly understanding the community because the student population is deeply influenced by the community.

Danny’s mentor Dr. Wilson concurred with Danny’s understanding of the situation:

Students could not escape the influence from home and from their culture in general. In class, there is up and down every day. One day students were fine, the next day, when they have had something at home, they behave terribly in school.

Given the background of the student population, the staff and faculty in school were constantly struggling to provide what had not been provided by students’ families, such as a high-quality learning experience.

For him to achieve his goal of providing education that was needed by his students, the tools that were available to him were critical. In his description, at the beginning, he struggled with the insufficient supply of basic school supplies, such as teaching materials and technological equipment that he needed for a strong lesson. With time and with the assistance from co-workers, he became increasingly creative in making lessons interesting and informative. The navigation process enabled him to develop necessary survival skills in the specific work environment that the school and community prescribed.

Lingling

Lingling's draft illustration was composed of as many details as possible that she could think of at the time of the interview. All the key words that she mentioned in our conversation were recorded on the paper in three rough clusters – “people” on the right upper corner, “system” on the left upper corner, and “tools” at the lower middle. The division of the three clusters was basically in reference to the three major components of the theoretical framework I used for the study. When being probed about the deeper interpretation of those key words that she identified, she gave a second look at the draft and provided me an illustration that could represent her situation in a more meaningful way. Illustration VIII was constructed based on the draft she drew and her oral description.

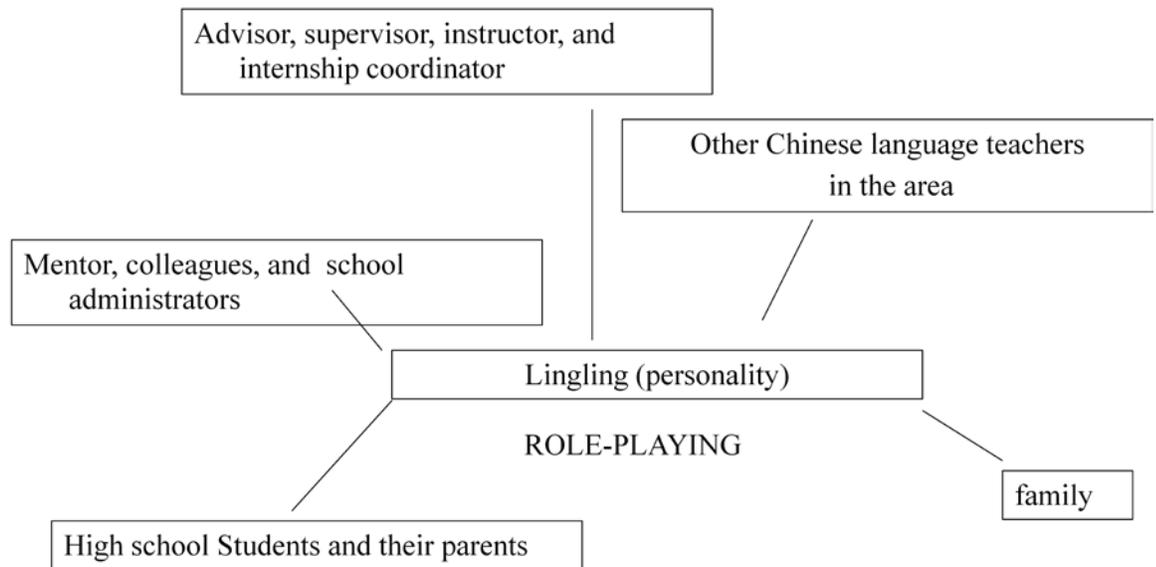


Illustration VIII. Lingling’s Illustration of Various Influences on Her Internship Experience

Situating herself in the center of the context, she thought that her own personality played the most important role in the interactions that she had with all the other influences. More than once, when she recalled something unpleasant, she humbly attributed the negative interchanges that she had with others to her own shortcomings:

I know it is my fault. I know I am still a little bit immature in dealing this. Next time I will know better.

For example, when she told her advisor at the university that she was not prepared to complete her internship portfolio, her advisor was very displeased. Reflecting on that day, Lingling wished she used another way to convey her intention to her advisor. But she felt it was her personality that made her to say whatever was on her mind without much deliberation. “If I had another personality, things will be different”. She regretted making her advisor upset and she wished she could be more tactful next time.

To Lingling, her personality seemed to be in control of the many of happenings in her internship. That is why “personality” is emphasized in her illustration.

In her further explanation of the various components in the newly conceptualized illustration, she said that the first influence was her high school students and parents, followed by her mentor teacher, other colleagues, and administrators. Besides, her university advisor, supervisor, course instructor, and internship coordinator played an important role in her growth. Next, other Chinese teachers in the county were her important resources for lesson planning. Last but not least, her family’ support was critical too. She grew as she interacted with all those people around her.

In Lingling’s case, the concept of role-playing was capitalized. By role-playing, she meant that what kind of role she was playing in different contexts and how the environment and people she interacted with would influence how she viewed her role. She said that she was playing multiple roles during the internship: a mother of a 3-year-old boy and a wife, a teacher in the school, and a member of the larger teaching community.

She has gained an increasing understanding of her multiple roles in her interactions with various people around her. The misrepresentation of her roles in different context could result in conflicts. Her husband fought with her for a couple of times because Lingling played the “teacher” role during weekends at home, for instance, spending too much time on lesson planning. She improved her time management skills and become more sensitive to her family’s needs.

Olivia

Olivia was very passionate in sharing with me the various influences presented in her internship. She sketched on a piece of paper all the important sources that were prominent during our interview. Illustration IX was constructed based on her sketch and her oral explanation. In the illustration, all four major resources of influences are overlapped to shape her internship experience.

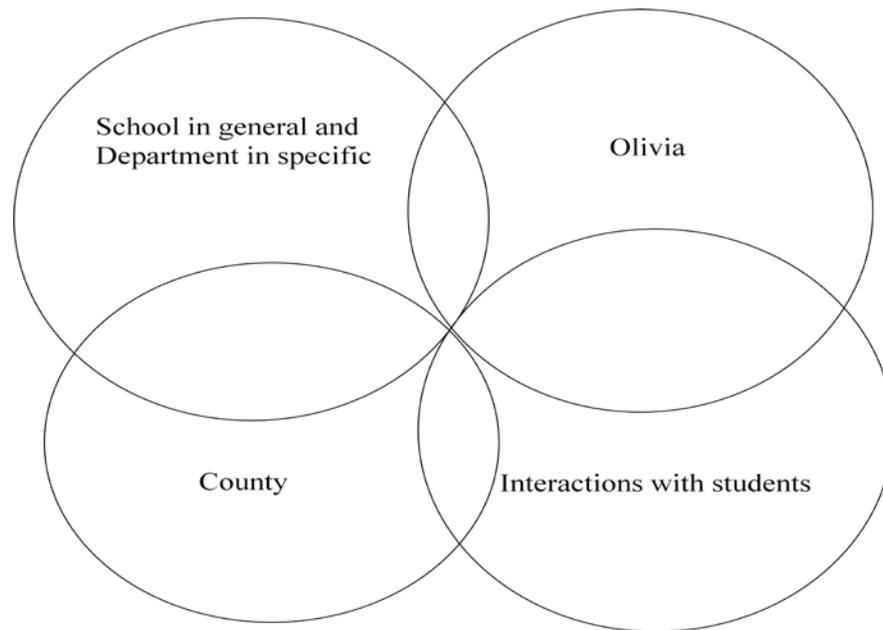


Illustration IX. Olivia's Illustration of Various Influences on Her Internship Experience

In Olivia's opinion, the work context should be given the most attention. That is the reason the school, the department, and the county context appeared first in her sketch. For the most part, she loved everything provided by the school and the department – abundant teaching resources, supportive administrators, and admirable co-workers. In her perception, accommodations she received from the school and the department stood in stark contrast to the relatively inefficient county system. She complained about the low work efficiency of the county technician because it took her a while before she could get

access to her students’ online profiles. During the first days of school, without any access to her students’ profiles online, she had a very difficult time understanding her students’ backgrounds and making online grading. She was also not satisfied with her income as a part-time teacher. She did not think the income she earned on the part-time level was in commensurate with the amount of work she had to do as the only Chinese teacher in school. However, when she drew the last circle which was “interactions with students”, she emphasized that in the end it was positive interactions with students that made the job truly enjoyable and rewarding. It was the love of her students that made her look forward to coming to work every day.

Unlike Danny and Lingling, Olivia regarded herself as a part of the influence. According to her explanation, even though she was subjected to the systems which she could not change much, what she invested in herself with many years of education and work experience allowed her to navigate within that the systems prescribed.

Discussion and Summary

Table V compares the three teachers’ understandings of various influences to the three major elements prescribed in the conceptual framework (key stakeholders, culture and institutions, and pedagogical tools and resources).

	Key Stakeholders	Culture and Institution	Pedagogical Tools and Resources
Danny	<ul style="list-style-type: none"> • students and students’ family • colleagues 	<ul style="list-style-type: none"> • students’ culture 	<ul style="list-style-type: none"> • school budget
Lingling	<ul style="list-style-type: none"> • students and parents • school colleagues • university advisors • other Chinese language teachers • teacher’s family 		

Olivia	<ul style="list-style-type: none"> • students • colleagues 	<ul style="list-style-type: none"> • county regulations 	
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Table V. Summary of Prominent Influences in Three Cases

As it is shown in Table V, “Key Stakeholders” was identified as the most prominent influence in three cases. Various groups of people were magnified as the leading factors impacting CLTCs’ internship experience. The cultural background of students and the county regulations were pointed out as the next significant influence that defined the context that teachers worked in. School budget also shaped the ways that how classes were taught.

In terms of interactions of the various key influences identified, Danny believed the culture and system largely determined the human nature which stood in contract to Lingling’s conception that it was people who control the system, the culture, as well as the resources. Olivia did not make such a distinction as to her everything is integrated and it was hard for her to tell whether it was the culture and system or the people had more impact on her experience.

According to Lingling:

In my view, people we deal with are in the powerful position to stipulate regulations and determine what tools we could use. Without people, the other two domains are just empty.

On the surface, just like Lingling said, it seems to the three CLTCs that it was “people” they interacted on a daily basis in their job or in their family that really had an impact on their experiences. However, through the lens socio-cultural theory, what hid under the water was that how an individual teacher’s activities shape and are shaped by the social, cultural, and historical macrostructures that constitute his/her professional world. This view is more or less echoes Danny’s understanding of human agency are

products of culture and system. Taking a second look at Lingling's illustration, I could see that she grouped people according to the different institutions they are affiliated with. For instance, the group of "advisor, supervisor, instructor, and internship coordinator" is all from the university institute and the group of "mentor, colleagues, and school administrators" is school-based. Therefore, even though the first column of "key stakeholders" was given the most attention, the other two columns are not as "empty" as they seem because of the complicated interactions and relations of the three columns.

The three teachers shed light on the various aspects of the influences present in their internship from different angles. One interesting finding was that teachers posited themselves at different places in their case. Danny and Lingling visualized themselves to be at the center of interactions with people and the environment. They were the receivers as well as initiators of interactions. Compared to Lingling, Danny was more conscious of the dynamics of those interactions. In his illustration, he specified that most of the interactions that happen between him and other elements were two-way but there was little he could do about the school budget, hence the arrow between him and the school budget was one-way. Lingling did not specify the directions of influences because for her the chemistry created by the interactions mattered the most. Personally, she thought she could improve those interactions as long as she could change her personality for more favorable interactions. Unlike Danny and Lingling, Olivia did not separate herself from the environment. As an integrated part of all the dynamics that was going on in her internship, the qualifications she possessed and her ability to reflect and change brought her closer to the goals she wished to accomplish.

The finding that teachers posit themselves at different places in the activity system has significant implication for the conceptual framework that I employed for this study. In the framework, I view teachers as the center of the activity which is in consistent with Danny and Lingling's self-identification. In my observation, because of this positionality, they were more outspoken and assumed a more active role in making changes to the people around them as be evident in the next chapter. While for Olivia, instead of situating herself at the center, she integrated herself in the activity. From what I have observed, she chose to be quiet when conflicts arose. For instance, when she was intimidated by the complexity of arranging a field trip for her students, she gave up the field trip idea even though she believed the field trip would contribute tremendously to students' learning of Chinese culture.

CLTC's different positionality in the internship activity also indicates where they viewed themselves to be at in the development spectrum from Chinese Laoshi to US teachers. Illustration X helped me to conceptualize their positionality in the spectrum.

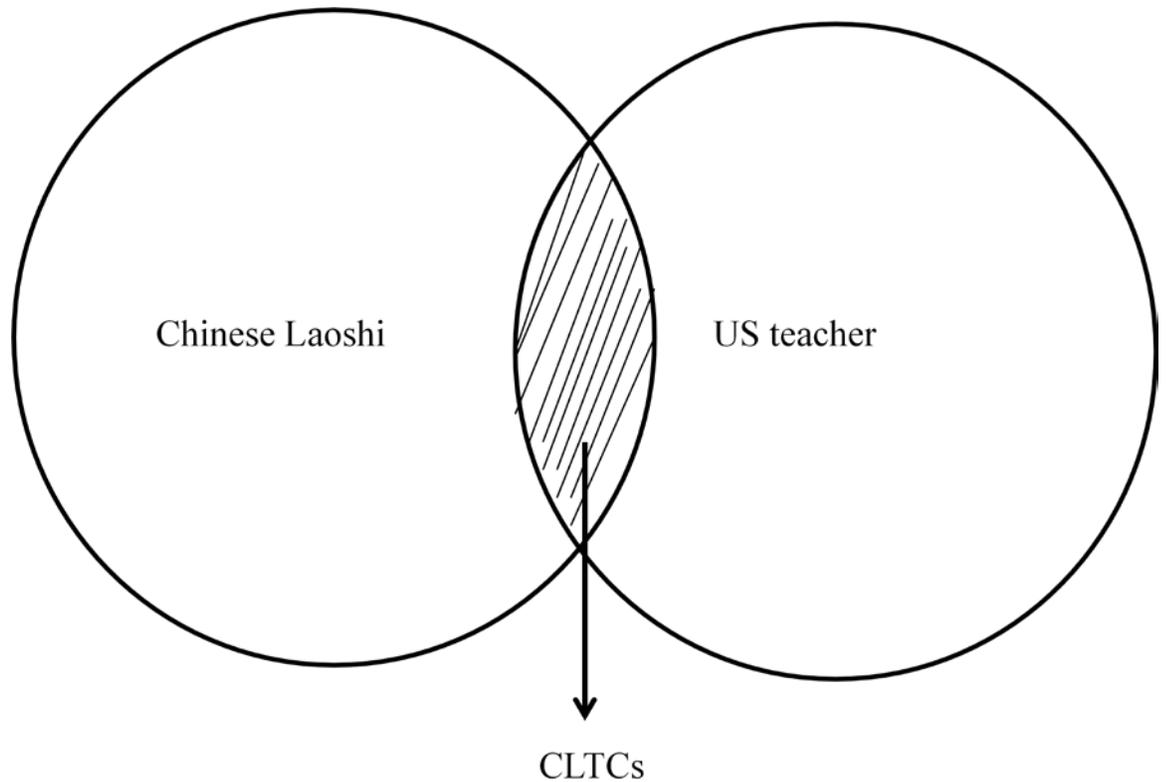


Illustration X. CLTCs' Positionality between "Chinese Laoshi" and "US teacher"

From the lens of Illustration X, we could see that CLTCs began as both Chinese Laoshi and US teachers (as indicated in the middle overlapping areas). However, the overlapping area may look differently in the three cases. Since Olivia viewed themselves to be more integrated than the other two CLTCs, she has the largest overlapping area. Given her extensive experience in both teaching and administrative work, she enjoyed the most easiness of navigating in her internship. Compared to Olivia, Danny and Lingling's overlapping areas in the middle are smaller, which means that they struggled more in terms of dealing with cultural differences and they adjusted more of their expectations so that they could move more towards becoming successful US teachers.

Overall, the three CLTCs were highly aware of their environment and believed their presence in the school changed the dynamics of the environment in numerous ways.

Therefore, they were conscious of the potentiality for them to negotiate with the other key influences in the system to navigate their internship.

CHAPTER 5: RESONANCES, CONTRADICTIONS, AND STRATEGIES TO NAVIGATE IN THE INTERNSHIP

After describing the key influences that the three Chinese language teacher candidates (CLTCs) encountered in their internships, this chapter is devoted to further investigating the specific roles that those key influences played in CLTCs' internships. In other words, in what ways CLTCs experienced the resonances, contradictions, and navigations as they embarked on their journey of being a Chinese language laoshi in US high schools.

RESONANCES

In the conceptual framework, “resonances” is understood as the positive interactions between CLTCs and various stakeholders. Resonances also happened when CLTCs experienced satisfaction with the pedagogical tools that were available to them and when the institutional regulations facilitated their integration into the profession.

There was a consensus among the three teachers that support from key stakeholders was of high importance to their success in the internship. Positive relationships with principal, mentors, other faculty and staff, and students were identified as major sources of resonance for CLTCs.

Caring Mentors

Once the teachers were placed in schools, mentor teachers were assigned to supervise and assist the teacher candidates. Normally the world language department chair becomes the mentor, which was true in both Lingling and Olivia's cases. However, Danny took the initiative to identify his own mentor. Originally Danny wanted two mentors, but the program allowed only one because the mentor is typically paid 400

dollars for their supervision responsibility. Danny finally decided to invite Dr. Wilson, a math teacher in the school as his mentor.

For the most part, three CLTCs found that the mentor teacher served as an important resource for knowing the student population, school culture and procedures, as well as a means of moral support. Danny and Olivia had the most positive experiences with their mentor teachers.

Danny and his mentor teacher came from similar education backgrounds and they shared the same passion for teaching. They both held PhDs and both had taught in college. Moreover, Dr. Wilson experienced the same frustration in her first year of teaching in Eastfield that Danny had to face. Dr. Wilson said, “he reminded me of a lot of the first days when I entered and I could see that he was having some of the same difficulties”. Most importantly, both were dedicated teachers who chose to serve underprivileged children. To Dr. Wilson, teaching in Eastfield has been an extremely fulfilling experience because she was able to help those kids who yearned for a good academic experience. This resonated with Danny’s intention to teach in a high poverty school with the greatest needs.

Olivia was assigned the head of the world languages department as her mentor. Ms. Glasson had been an Italian teacher for over ten years in Shelton High School. She had two interns a couple of years prior to the study so she had some mentoring experiences. Ms. Glasson observed Olivia’s class once a week and gave her constructive feedback as how to be a good world language teacher in public schools. Olivia confessed that initially she was not that serious about the internship because internship she considered the internship more a necessary procedure that she had to go through for

certification. But her mentor had changed her attitude towards the internship with her high level of dedication for Olivia. Olivia really appreciated her mentor's commitment, "she has spent so much time on me and paid so much attention to my work that made me feel more serious about the job I do".

Ms. Glasson arranged observation opportunities in other world languages classes for Olivia. She took careful notes in Olivia's class and spent hours afterwards to discuss with Olivia her weaknesses and suggestions for improvement. She was even learning Chinese herself with Olivia so that she could be better at offering teaching advice.

As a language educator who had extensive previous teaching experience, Olivia was surprised at how much she had learned from her mentor teacher. "To teach is to learn twice", a famous quotation from Joseph Joubert, a French moralist and essayist, was what Ms. Glasson often shared with Olivia. To illustrate the quotation, Olivia shared with me that:

When my mentor showed me how to teach the Mazarno project, I told her what I knew about it. "But", she said, "We have a specific way of teaching it here". Then she showed me how to teach new words by using them in real situations rather than explaining them in isolation of context. Soon I have learned to use this new teaching approach when I introduce new vocabulary to students. I felt really great!

In addition to pedagogical strategies, Ms. Glasson also helped Olivia develop other skills for being an efficient teacher. For example, Olivia developed better organizational skills under her mentor's guidance. In the office, Olivia was very proud to show me the shelves of student profiles which were organized in the neatest way. Each activity sheet and home work sheet was clearly marked and placed in order.

Lingling's mentor was Ms. Linda Taylor who taught Latin in the school. However, she did not find her mentor was that involved in her student teaching. Lingling said that

she sensed the lack of support from her mentor in the job interview when her mentor told her that, “I will be busy, so do not count on me”.

Ms. Taylor was a new mentor teacher. In our first interview, she talked a lot about the general expectations she had for every teacher but lacked a specific mentoring plan for Lingling. She was generally positive about Lingling’s performance which stood in contrast to Lingling’s own perception of struggling in the first month. For the two evaluative observations that her mentors were supposed to conduct with Lingling, Ms. Taylor spent only about 10 minutes in her class and did not follow up with post-observation conferences. When reading her mentor’s comments on the Performance Based Assessment (PBA), Lingling had difficulty understanding her mentor’s expectations since there was little communication.

Administrators’ Support

All three teachers expressed gratitude for all the support and assistance they received from their principal. Danny reported that one of the main reasons for him to choose Eastfield High School was because of the principal. As the leader in a low-performing district, Principal Swift was determined to improve his school since his appointment in 2004. One of his strategies was to employ teachers of the highest quality possible. According our interview, seventy percent of the faculty today was hired by him. Danny was one of the five new teachers hired by the principal in 2011.

Principal Swift was highly supportive of the new Chinese program in Eastfield. He held high regard of the learning of Chinese language and culture because the learning process would better prepare his students to have a broader world view and to be more

internationally-minded. The new Chinese program was one of his moves to realize his vision of providing global education for all students.

Principal Swift was very pleased with having Danny as the first Chinese language teacher in the school. He understood the tremendous difficulty of finding a high-quality Chinese language teacher with the intelligence and enthusiasm that he would like to have on his faculty. Principal Swift said:

I was very really pleasantly surprised and feel very fortunate (to have Danny work in our school). I think he has incredible energy and genuinely cares about the success of the students, and I couldn't ask for more from any teacher. So I feel really blessed to have him in the school, and I think he is going to make a big difference in the lives of our students.

Principal Swift gave Danny as well as every other teacher in the school an enormous amount of autonomy in deciding what they should do in class. “Do whatever you need to do”, “whatever works works”, and “I support you 100%” were the phrases he used with his teachers every day. The principal's support made Danny's first days in Eastfield a lot less stressful because he knew that the principal as well as the entire staff and faculty support him when he dealt with the most challenging students.

Furthermore, in Danny's case, I could see that he was assigned a whole classroom space for him to use by the administrators. He was able to decorate his classroom in any way he wanted and he had the freedom to change how seats were arranged according to his instructional needs. Meanwhile, Lingling and Olivia had to share classroom space with other world language teachers in the department and there were very limited changes they could make to the classrooms.

Even though the principal was not the major reason for Lingling and Olivia to choose to work in the school as in Danny's case, both Lingling's principal and Olivia's

principal were extremely supportive of the Chinese program as well. Lingling's principal stated that the US needed to catch up with other countries in terms of the number of students who have high fluency in second languages. Therefore, she paid a lot of attention to the development of the Chinese program in the school and expressed her willingness to expand the program if possible. All in all, the three principals were proud of their Chinese programs and intended to make Chinese more available to a larger student group. For example, to show his support, Olivia's principal even set aside one hallway window to display Chinese cultural artifacts so that the Chinese program would have more visibility in the school.

Collaborations with Other Faculty Members

For all three CLTCs, the faculty and staff in their schools were a great resource. Danny was proud of maintaining a good relationship with all faculty and staff in school. When I visited his school, I noticed that he greeted or stopped to chat with every person he met in school if time allowed- no matter whether it was in the restroom, parking lot, hallway, or offices. Danny said, "Everybody knows it is a tough teaching job, and everyone has been through difficult times. We look out for each other".

When introducing me to his colleagues, he emphasized that many of the teachers I met were his heroes because they offered him helpful tips when he needed them. One teacher that stood out the most for Danny was a science teacher named Kevin. Kevin was an extraordinary teacher in Danny's view. On the first day of the semester, Kevin took all new teachers to a nearby Subway restaurant for a half-hour gathering so that new teachers had a chance to get to know each other. Later, he had all the new teachers in the school gotten together to share difficulties they had encountered and thoughts for improvement.

Kevin always praised Danny to give him more confidence. For instance, Kevin constantly told Danny that “you have a neat teaching style. Keep it”.

Olivia took pride in the people she worked with too. Around the beginning of her internship, Olivia forwarded a group photo with all world language teachers in her school to me. She was proud to tell me that the department was composed of a good team and everyone was working hard together for the preparation of the new school year. The picture was taken after one of the brainstorming sessions. Seven teachers, all in red school T-shirt, grinned while making a funny pose. Olivia explained:

Those are seven staff in our department and all of them are from international backgrounds. Each one of them has given me assistance and feedback from different angles. When I asked to observe their class, they all graciously said “yes”.

Olivia went to observe all the other six teachers’ class at the beginning school year. During the observations, not only she understood the school culture and expectations of students better, but she also had learned valuable tips for classroom management which made the first transitional days a lot easier for her.

After her observation with other teachers, Olivia really loved the post-observation discussion when teachers explained to her the reasons for certain procedures in their class. She gave me an example:

In yesterday’s observation, students made a lot of noise when they were asked to do group work. The teacher then asked students to move back to their seats and practice several times as how to form groups quietly and quickly. After the class, she explained to me that it is always better to spend a lot of time on establishing any routine for the first time so students know how to do it the next time. It may seem a waste of time at first, but in the long run, it saves time.

Compared to Danny and Olivia, Lingling felt a lot more disoriented and isolated at the beginning. She always felt she was left out in many things. This statement reflected her frustration at the beginning:

I have no idea how to use the facilities in the language lab. Nobody will come to me and tell me everything. They are all very busy. I just do not know who to talk to and when to talk to them.

As time went by, Lingling started to reach out to veteran teachers or staff when she had questions. A Chinese science teacher named Jin became Lingling's major source of support whenever Lingling had questions. Lingling also asked administrative support staff for help. For example, she was not clear regarding whether teachers could answer their cell phones during class. So she went to the principal's office to ask the principal's secretary. The secretary took her time to explain to her the school specific regulations on cell phone use. By the end of the internship, she became quite familiar with the duties of different school personnel, such as the media center technician and councilors. Many times, those personnel provided services to make Lingling's job easier.

Positive interactions with students

Positive interactions with students made Olivia's job particularly enjoyable. Despite the fact that Chinese is just an elective, Olivia was moved from time to time by some of students' enthusiastic learning attitude. Olivia admitted that she had great respect for those students and she promised to herself that she will do her best to teach them well. She shared with me with a big smile on her face:

One student came to me asking about the classic Chinese novel Romance of the Three Kingdoms. I was quite impressed because it meant that he really did some homework and put his heart on learning Chinese. I asked him what his learning goal was. He said he wants to go to Yale University to major in Chinese.

Another story Olivia never tired of telling was about a Taiwanese girl who always did the neatest work in Olivia's class. For any complicated Chinese characters, such as “髮”, she always wrote it in the most perfect way. Her homework was so flawless that Olivia even had to use a magnifier trying to find an error in her writing.

Lingling was glad that she met the most hard-working students in her class. She was always smiling when she talked about her students, “When I see my students, all the other troubles in my life seem to disappear. Being with my students has healing power.”

She was very happy with one special education student who outperformed many of his peers in Chinese class because of hard work. Lingling smiled every time she talked about that student. During one of my observations, I saw first-hand an example of positive interaction she had with her students. After the class, one girl gave Lingling a pear because Lingling's voice sounded tired that day. Lingling exclaimed proudly, “those are my students! I love them so much!”

Supply of school resources

For Olivia and Lingling who worked in the more affluent school district Green Lake County, they were very pleased with the teaching resources that the school had to offer. They had technology, such smart board, computer and projector in their classrooms to aid teaching. Olivia particularly loved the portable mobile media center in her school.

She said:

I bring the center to my class and use it in the multi-level class for listening practice. Now the three students in my level 4 class has listened to four tests and all of them have signed up for Chinese SAT test. The media center just came in handy.

During one my trips to school, Olivia took me to see the spacious storage room which was full of shelves for books and other supplies for the world language department.

One or two shelves were designated for Chinese classes. The two shelves were packed with Chinese textbooks and practice books. Supplies for all kinds of class projects were abundant too in the supply room. When she planned for paper-cutting activity with her students, all the needed supplies including color paper, scissors, and stapler, were ready at her finger tips.

In contrast, for Danny who worked in the less wealthy school district, the lack of school supplies posed great constraints to his teaching. He complained that “there is limited school budget which does not allow some of the basic office supplies and technology allocated for classroom teaching”. As a result, he had to purchase supplies from his own pocket or to seek for assistance from other teachers so that he could maintain the function of a class. In one of the observations of his class, he showed me all the teaching materials he made for the class – printed Chinese paper money, flash cards, and so on. He said, “I worked until 2 am this morning to pull everything together for today’s class and I paid for all the materials I use”.

Discussion and Summary of Resonances

Key Stakeholders, Culture and Institution, and Pedagogical Tools and Resources

Resonances were felt in different aspects in three teachers’ cases as summarized in Table VI. This summary is based on the categorization of the three domains of influences from the conceptual framework. Three participating CLTCs offered me insights as how they saw each source of resonance belonged to which domain of influences.

	Key Stakeholders	Culture and Institution	Pedagogical Tools and
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			Resources
Danny	<ul style="list-style-type: none"> • Principal is extremely understanding and supportive. The principal is the number one reason he chose the school. • Danny chose his own mentor. The mentor had similar background and had gone through the same challenges so she understands what Danny needs the most. • They know the unique challenges of working in the school so all work as a team. Danny reached out to them and got advice from them. 		<ul style="list-style-type: none"> • He has his own classroom.
Lingling	<ul style="list-style-type: none"> • Principal supports the development of Chinese program in school • Some of the office co-workers and school staff are helpful • Jin, the Chinese faculty in school gives her advice from time to time • Students showed their love to Lingling by giving her small gifts 		<ul style="list-style-type: none"> • Classroom is well equipped with technology
Olivia	<ul style="list-style-type: none"> • Principal provides resources needed for the program to sustain and expand • A lot of positive interactions with students. Students gave her pleasant surprises in terms of learning interest and the progress they have made. • Department head is the mentor, and she had interns before. She and Oliva shares one office room and the 		<ul style="list-style-type: none"> • Good and sufficient teaching materials supply • Classroom has good equipment

	<p>mentor takes her mentoring responsibility seriously.</p> <ul style="list-style-type: none"> • All world language teachers are from international background. Olivia observed their classes and learned a lot of class routines. 		
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Table VI. Summary of Various Sources of Resonances

As it is shown in Table VI, the three CLTCs felt the positive interactions with key stakeholders resulted in the most resonances in the internship. Relationships stood out as the most talked topic that the CLTCs identified. Researchers believe that the process of adapting to a new community is dependent upon forming effective relationships (Gee, 2001), and the nature of these relationships bears on participants' ability to share common experiences that potentially lead to a sense of belonging (Alfred, 2001). In the three cases, the good relationship they established with their mentor teacher, principal, and other staff and faculty helped them to navigate through the school system and achieve their goal of completing their internship successfully in different ways.

As it shows in the table, Danny found administrative and faculty support was essential for him to survive in the environment his school prescribed. Olivia and Lingling found great comfort during their interactions with their students on a daily basis. Olivia particularly loved her mentor teacher and the faculty team in the world language department. In addition, the teaching resources available to Olivia and Lingling contributed significantly to their feeling of satisfaction.

Surprisingly, the three CLTCs talked very little about the satisfaction they felt in terms of culture and institution. One possible reason that the second category - culture and institution was not cited as a source of resonance was that it was easier for CLTCs to

take what the system offered for granted. For example, the program allowed them to combine their internship with their job, which means that they did not have to go through the traditional unpaid internship before being hired by a school district. All of them appreciated the program's flexibility but only one verbally expressed their gratitude. Also, as required, they all participated in orientations and professional development workshops organized by the district and school levels in which they learned a tremendous amount of knowledge about school operation and pedagogy. But no one seemed to consider it as much a resonance because those professional development activities were considered a given.

Another reason that the "culture and institution" and "pedagogical tools and resources" were more invisible was that they were embedded in the "key stakeholder" domain. Examining under the surface, I discovered that even all CLTCs felt that it was mainly stakeholders who created resonances, institutional or pedagogical support that they received from stakeholders was what really made CLTCs happy. In other words, the other two columns "culture and institution" and "pedagogical resources and tools" were embedded with the "key stakeholders" domain. For example, mentor guidance was both institutional and pedagogical support. Mentors were assigned or chosen to assist them in their internship because it is a part of the internship requirement. Mentors are representatives of the school to materialize the institutional support. Also, as we see in Danny and Olivia's cases, mentors provided them a lot of pedagogical assistance to make them a better teacher. By the same token, principals and other staff and faculty were representatives of the school institution who helped them navigate through the regulations of various levels while providing pedagogical support as well. Therefore, the

three aspects, namely, key stakeholder, culture and institution, and pedagogical tools bore different levels of visibility to CLTCs. They tended to regard what was more visible, namely, the people they engage with every day, as more influential.

Interestingly, when it came to discussions of contradictions in their internship, CLTCs referred to the second category which is “culture and institution” a lot more often. The following session focuses on the sources of contradictions that CLTCs identified.

Legitimate Peripheral Participation

As we could see through the three cases, the legitimacy of access to teaching was granted to all three CLTCs through the agreement reached between the university and the PD schools in which they were hired. It entailed allocating classes to the STs and assigning mentors who were supposed to provide guidance. However, we can see from the data that legitimacy of access can be realized in a number of ways.

First, according to Wenger (1998), to be effective, peripheral participation must give newcomers access “to mutual engagement with members, to their actions and their negotiations of the enterprise, and to the repertoire in use” (p. 10). In order for newcomers to become a full member of a community, they need to be mutually engaged in practice with other members so that they can gain access and contribute to the joint enterprise and the repertoire in use. For this reason, opportunities to engage with other teachers at a social level as well as at a professional level in their placement schools are crucial to becoming a teacher. As it is shown in Danny and Olivia’s cases, we could see that they had more participation in their school communities because of their positive relationships with the mentor teachers, students, and other faculty and staff. However, to Lingling, the interaction with her designated mentor was restricted to “exchange of

information” occasionally rather than mutual engagement in the practice of teaching. This created some isolated feelings for her at the beginning. Luckily, she tried to maximize her interactions with the rest of faculty and staff which enabled her more access to information and resources.

Also, whether or not CLTCs were allocated a classroom for Chinese language instruction reflected the perception of the importance of CLTCs’ work in the school by the administrators. This perception shaped CLTCs’ perceptions of themselves as participants in that school community. Danny was quite happy that he had a spacious classroom for his own use. On the door of the classroom, his name and his favorite Chinese artwork were posted. Students’ work covered most of the classroom wall space and Chinese culture-themed decoration was seen all over the classroom. When I walked into Lingling’s Olivia’s class, it was hard for me to tell they had any ownership of the classrooms that they were using. Italian, French, or Spanish posters were on the walls. While Lingling and Olivia were teaching Chinese language, there was always another teacher working in one corner of the classroom which made them feel that they were “constantly under someone’s watch.”

CONTRADICTIONS

The theoretical framework for this study offers a useful analytical tool to illuminate the relations and contradictions that may arise during CLTCs’ interactions with various key influences. In this part, first I will analyze contradictions the CLTCs experienced when dealing with students, particularly in terms of classroom management. After that, attention will directed to the discussion of tensions felt in various ways during CLTCs’ interactions with culture, institutions, and regulations.

Fight for discipline

Discipline issues predominated most of the conversations I had with three CLTCs. Danny and Lingling were particularly vexed by the disruptive students they had in their class.

Classroom management difficulty was reported in many of the studies with teacher candidates, especially with foreign-born teacher candidates. For example, Ferber and Nillas (2010) stressed that most teacher candidates struggle with classroom management at the beginning of the internship. Romig's (2009) study also pointed that difficulty in managing students' behavior proved to be the most frustrating experience for foreign-born Chinese novice teachers, which may later lead to teacher candidates' decision to withdraw from the profession.

During the teachers' assembly at the beginning of the school year at Eastfield High School, Danny's principal Dr. Swift stressed, "do not smile to your students in September; smile to them in October". It was surprising new advice for Danny. He was totally puzzled by what he was suggested to do. But later, he gradually got to understand the point that the principal was trying to make. The Eastfield High School Mottos are "Respect, Service, Pride, and Success". Danny commented that "Discipline" should be added to it because without discipline, it was impossible to make students learn anything.

Discipline was the leading issue that every teacher had to face in Eastfield. Danny's mentor's concern at the beginning was that Danny seemed to be a very kind and caring person, so her hope was for him to be seen by the students without any question that he was able to control his class. Danny realized the seriousness of the issue too:

At the beginning, I was nice to them. I brought them candy. However, they started to test me, thinking I am a soft, weak teacher. They try to take advantage of my

good nature. So I spent the rest of the three weeks to establish a tough image. 80% of my class time in the first three weeks was devoted to discipline.

In the school, students' behavior problems was such a big issue that the In-school Suspension and Discipline Office played an important role in reining in disruptive students so that teachers could teach the students who wanted to learn. In the school, teachers had constantly balance the responsibility of teaching those who wanted to learn and stopping those who had no interest in learning. Sending habitually disruptive students out of the class is a necessary part of classroom management so that the rest of the students do not miss out on the learning.

When some students became too disruptive, Danny would send them to the school discipline office who would further decide if the disruptive students should be sent to "In-school Suspension". Danny's mentor explained the meaning of this:

Traditionally the suspension number in our school is very high. But the county wanted us to play a number game because they want suspension rate to go down. So we do a little shuffle. We pretend the kids are not suspended, so during the school day, we put the kids in a separate room where they will be closely watched until the end of the school day. Not every school has "In-School Suspension", but if kids get too disruptive in class, we have to put them away. Virtually every day, there are students in this system.

To establish his authority, Danny had experienced a transformative change. To reinforce class control, every student was arranged to sit in a square with the teacher being the center. This seat arrangement was for him to keep a closer eye on everybody all the time. If disruptive situations happened, fast and firm actions were taken by Danny. During one of my observations, when one of his students became too disruptive in his class, Danny asserted, "Please sit at the back of the class." When encountering resistance from that student, he continued to assert, "Please step outside!" Later, Danny explained

that he never thought he would talk to students like that, but he had to it. Otherwise, the whole class was not able to learn.

With time, students in Danny's class learned to behave themselves. Danny shared with me and his mentor that some kids thought he was a "mean" teacher. On hearing this, his mentor laughed, "One kid came to me saying that I heard you are evil. I laughed and told him that I am evil and he will find out more about it". She continued:

When the kids say "you are a mean teacher", they meant that teacher really cracks down misbehavior hard takes a firm hand. If a teacher has a reputation of that kind of mean, eventually discipline problems will be reduced.

After a semester of hard work, Danny managed to establish authority among his students. His mentor was happy that Danny had learned to handle disruptive cases in a professional and forceful enough way that students understood that not only that Danny has the authority by virtue of what he knew as a teacher, but also he could control that class. "It's something that is he has learned on the job" Danny's mentor said.

Lack of experience dealing with high school students

Lingling admitted that she was inexperienced dealing with high school students. Before she took the job, she confessed with me that "I am afraid that I could not understand the teenagers very well." Her mentor teachers also noticed her difficulty in teaching this particular age group in our first interview:

I think that being a new teacher who did not have prior experience teaching American high school students was a challenge. She is adapting to the culture of a large, American public school, and she is adapting to the differences between secondary education and university teaching.

Like Danny, Lingling also had to learn to put her smile away in class so that students would not take advantage of her kind temperament. For instance, when Lingling stopped a disruptive girl who was talking constantly in her class, that girl challenged her,

“xxx and xxx are also talking. Why don’t you ask them to stop? Why are you are picking on me?” Lingling felt angry and tried to explain to her how terribly she was behaving. A math teacher who happened to see this incident later told Lingling that, “you should not have given her any opportunity to argue with you. YOU are the person who is in charge. Do not let her cut you off. Let her know that when you are talking, she is not supposed to talk. Say ‘stop! You talk only after I talk’.” Lingling concluded:

I am too nice, and I need to change. I will try to do it. Once a bad student in my class once stood up and tried to break the order of my class. I said two times of “please sit down” to him. My mentor teacher told me I was too nice to him. It is fine to say ‘please’ for the first time, but the second time I should have said “sit down or go out”.

Lingling has the most difficulty dealing with Level-1 9th grade students because they were new in high school. According to Lingling, students in her Level 1 class were still learning to adapt to high school learning environment. On her transition cart, there is always a box of throat lozenges to deal with the fatigue of constantly raising her voice.

Two worlds apart

Danny graduated from a doctoral program in which he conducted extensive studies on US culture. However, Danny found that many years of research on US culture in academia prepared him little for the day-to-day real life with urban high school students:

Culture was not supposed to be an obstacle because I have studied US culture, but I did not realize that my students would come from a background that is so challenging and different. It was equally shocking for teachers who were born and educated in US.

Both Danny and his wife were well-educated. They owned a beautiful house in a peaceful and affluent neighborhood. He cared tremendously about his children’s education. With the intention to be involved as much as possible in his children’s

education, he volunteered in a lot of the activities in his children's school. However, his passion for education was not shared by many of the parents in the school he worked for:

The reality is different from the world I live in. For our kids, from day one, we took the time and we teach them each step. But many students here do not have that luxury due to poverty and some parents struggling to provide for the families. It is not the norm for parents to follow up with their children's study and some parents were not even aware that their children were learning Chinese.

He was disappointed that his efforts to reach out to parents were not taken seriously. To illustrate his point, he shared with me a story:

There is one student who has zero motivation to learn in my class. When I called his father, he said he was busy and would call me back. However, he did not call me back, so I called him again. He was not happy about it. He said in an impolite tone "I said I would call you. Why you call me again?" I said "you cannot talk to me like that" and he hung up. The next day, I found the student's name on the school suspension list. If the parent had spent more time on his child, that child would not have been suspended.

Danny also realized that it was challenging for him to have his students to value education as much as he did. He said,

On Thanksgiving, I asked them what they are grateful for, they were grateful for food or shoes, but none said that they were thankful for education or for school. I asked them why? They shook their heads and went "nahhhhh".

Given the learning culture in the urban high school, Danny battled with enormous challenges to start the new Chinese program in the school. Students seemed to lack basic knowledge of the outside world. When he asked his students to find China on the map of world, some students even tried to look for China on the map of USA. It was also not easy for his students to embrace new cultural practice. For example, during his Chinese cuisine lesson, one student commented that Chinese food tasted nasty and refused to try dumplings. Wrestling with the existing learning culture and trying to make a difference became a necessary part of his work every day.

American teacher or Chinese teacher?

Lingling was surprised when one of her students said that, “You are still a typical Chinese teacher. Later, a colleague also commented that, “You are still too Chinese.” Lingling was really puzzled by their comments. In retrospect, she began to realize that maybe it was because most of the time she acted from the Chinese mindset.

Lingling clung to her belief of the role of the teacher in Chinese culture, which was, “师者，所以传道受业解惑也 (韩愈). (English translation: A teacher is the one who propagates the doctrines, imparts professional knowledge, and resolves doubts (Han Yu 768-824 A.D.) This conception of teacher was deep rooted in Confucian cultures and remains popular in today’s China. Lingling’s understanding of the teaching profession comes from this tradition which resulted in confusion when she worked in US schools. Two stories illustrated her confusion.

It was Lingling’s habit to infuse moral education in her discipline of students. However, her students did not appreciate that. One day, when she caught a student talking without her permission in class, she criticized her saying, “talking without permission in class indicated that you generally lack of discipline. This is such a bad habit that will not get you anywhere when you grow up”. On hearing Lingling’s comments, that student rolled his eyes which made Lingling very disappointed. Later a colleague who Lingling shared the incident with advised her that:

In US, students just regard you as someone who is simply doing a job here. You are not a saint who is full of wisdom like students regard their teacher is in China. So leave the moral education part to the counselor. Your job is to teach them Chinese, but nothing else.

Another incident almost got Lingling into nearly big trouble. Luckily, nothing happened. She recalled the story with fear:

A male student came to me to talk after school. When we were ready to leave, it was dark and raining. He told me he had to walk home alone. Simply out of my kindness as teacher, I offered to drive him home like I would do in China.

Later, when she shared the story with another teacher in school, the teacher became really serious and warned her that it was not a wise thing, or even dangerous for a teacher to drive a student home alone in US. It was not considered an appropriate act because first of all, Lingling is a female teacher and the student is male. It is common sense in the US that it is being alone with a student without the presence of other people could lead to potential sexual harassment suit. To further complicate the situation was the security concern. Driving students home without the parental permission would result in conflicts in case of a car accident. Thinking back, Lingling felt fortunate that nothing went wrong. She tried to be more cautious in her interactions with students.

On achievement gap

In Olivia's case, one of the most perplexing issues for her related to the idea of closing the achievement gap in US public education. On the first day of her job, Olivia's mentor explained the teacher's role in closing achievement gap in the simplest language to Olivia:

Public school wants you to take on everybody. That is the philosophy here in the United States. If you have 30 students, 20 are motivated and 10 have no idea why they sit in the environment. That 10 should be performing as well as the other 20 by the end of the year. That is the theoretical goal in the United States.

However, Olivia was puzzled by this idea because this was not what she had always believed. It was very difficult for her to practice it in class so the mentor's critique of Olivia's class was centered on Olivia's lack of attention to weak students:

The tendency is you cling to those who respond the most because you feel their intrinsic motivation, but usually who respond the most are those who are up there,

and we need to shift that. We need to pay more attention to those who are not there yet. In public school, those are the ones we need to take care of more.

According to the mentor's suggestion, Olivia needed to 1) call on more weak students more often, 2) monitor the class more closely, and 3) watch out for "pre-occupied judgments" on students, which meant that Olivia should not reveal her preference for students who responded the most to her.

However, Olivia admitted that it not easy for her to adhere to this advice. She was inclined to believe that it was unfair to neglect top students in class.

My classmates and I agree that the training we received is to lower our expectation of students rather than focusing on the talented group. Class time is to be spent on the slowest students rather than the fast learners. Based on the over 10 observations I have done in the first semester of internship, in class, if students have already learned the knowledge they are supposed to learn, they could not do anything else except sit and waste time. In one of the classes I have observed, the teacher taught only three new words. When the fast learners have learned the three words, they just did not have anything else to learn. But the slow learners were still working on the three words in the next class. Fast learners started to talk to each other and the teacher tried to stop them. That was when the classroom management issue came up. I noticed that the teacher would spend 2/3 class time fighting discipline issues while the slow or disinterested learners still had not learned the three words.

Underpaid and over-tired teachers

On seeing her first pay check, Olivia realized that teaching was an underpaid profession. As a part-time sub teacher at the beginning, she was paid \$25 per hour. To her, that was more than insufficient:

If I apply for the unemployment insurance, I am eligible for \$359 per week. For this job I got paid \$250 per week before tax. So after the comparison, it looks that it's better for me to stay at home living off unemployment insurance. You know what I mean? Now I know how badly paid teachers are.

Furthermore, CLTCs reported that the work load was overwhelming. In one of my observation, Danny used the 30 minutes' lunch break to print out the attendance and

submit it to the office, then seek advice from other teachers. He only got to eat half of his lunch in the last two minutes of the break and then went back to teaching.

Even if being just a long-term sub teacher in the school, as the only Chinese teacher in school, Olivia and Lingling had to work as much as other full-time teachers did. Lingling complained:

I have to do all the lesson preparation, instruction, and grading by myself. Other responsibilities, such as hallway duty between classes and meeting students during lunch time, were all falling on my shoulder. For all the work I have to do, the payment indeed seems unfair.

Realizing Green Lake County as one of the most affluent counties actually paid teachers more than other places in the US do, Lingling and Olivia sighed, “I think the society as a whole fails to recognize the importance of teaching”.

Instruction is not always the priority

During our interviews, Lingling raised the question, “How come teaching is not the priority of the school?” To Lingling, less than 50% of the attention and time was actually about instruction. She spent a whole lot more time doing other duties, including uploading grades, taking attendance, and so on. Teaching seemed second to all the other duties she had to fulfill in the school.

Danny’s mentor was aware of this issue too. Our first interview was scheduled during the second period of class on a Monday. I thought we had the whole period to ourselves. However, our conversation was constantly interrupted by a series of intercom announcements regarding various extracurricular activities. The volume of the announcements was so loud that there was nothing we could do but to sit and listen. When the announcements were finally over, almost half of the second period was gone.

“It happens every day”, Danny’s mentor shrugged and smiled. But soon she became serious:

There are assemblies and kids got pulled to attend. There are also all kinds of extracurricular activities like sports or leadership team. So actually there is a lot of instructional time is lost because kids are doing extracurriculars, you know what I mean. It is a blessing that kids are developing excellent portfolios, but on the other hand that educational time is sometimes lost. That is something to think about in terms of the cultural differences. The instructional time it’s always not a priority here.

Teach to tests or teach to learn?

Whether or not to teach to the test was a prominent problem in Lingling and Olivia’s case. Students in Green Lake County had to take the county Chinese exam at the end of the school year in May. That posed a conflict in that Lingling and Olivia wanted to be creative in their lesson plans and assign more project-oriented work. Upon taking a closer look at the county curriculum and the exam preparation materials available to the teachers, they were disappointed with the emphasis on vocabulary memorization and grammar. According to Olivia:

The biggest goal for me will be finishing all the teaching tasks delineated by the curriculum. We have a fixed curriculum which I think is not practical. For example, students are asked to memorize sentences they are unlikely to use in the future. They would rather learn how to say “Sesame Chicken” than to say “three pencils”. However, students have to master the vocabulary that was determined by the county. To me those words are kind of boring. If I get to choose what to teach, I could make students more interested in learning.

Given the county’s restriction, Lingling and Olivia had different action plans. In order to fully prepare her students for the exam, Olivia focused on the drilling of key vocabulary in class. For instance, when teaching quantifiers, she led her students to repeatedly practice phrases like “三本书 (three books)” “两张桌子(two desks)” “四支笔

(four pencils)". Even though she understood students were not particularly excited about learning those phrases, she had no choice:

The curriculum requires me to use words like "books", "pens" to teach about quantifier. There is very little I could do about that. Saying simple things like "three books" does not fit the intellectual level of high school students. Learning quantifier this way is boring to me and to the students.

Olivia believed better test results in Chinese tests would lead to bigger enrollment in Chinese program next year. Therefore, she tried to find sample tests that were similar to the county final test so students got familiar with the test format. She reviewed the county tests that were used in previous years and studied them very well. Portions of tests were given at different times of the semester and strategies for scoring high in the tests were taught.

Lingling also struggled as to balance in providing students with meaningful content while preparing them for the test. Ms. Hong, the previous Chinese teacher in the school suggested she focus on all the interesting content that Lingling wanted to integrate in her class in the first semester (Sept-Jan.). After the New Year, when the second semester came, Lingling then should shift her entire focus to the county's test. That was the strategy Ms. Hong used. However, Lingling questioned this approach. To her, what students learn in the second semester should be based on what they have already learned in the first semester. Aiming at the county test starting from the first class in the first semester seemed the only option for her.

In contrast to Olivia and Lingling, Danny had more autonomy in terms of creating his own curriculum and making his lesson plans as interesting as they could be. He had this flexibility because there was no standardized Chinese language test for students in Johnson County.

Chinese, not a core subject

Teachers were troubled by the fact that Chinese language class was not as important as other core subjects such as math and English literature. This disincentive made classroom management more difficult. Danny said that, “students know that they could not fail in math or reading because they could not advance to the next grade if they do, but failing in Chinese may not be enough to hold them back a grade.” In the fourth week of the semester, there were still over a dozen students who signed up for Danny’s class who had never showed up. Lingling also complained that students did not turn in homework or show up for make-up exams because they simply did not care about their grades in this class.

Struggle from substitute to permanent

Lingling and Olivia were hired as substitute teachers at the beginning of their internship. As substitutes, they were placed at the periphery of many of the activities that were going on in school. For Lingling, this was exemplified by her having only the temporary log on the school’s network. She said, “I could not see anything on my computer because I was a “guest.” For that reason, Lingling was not informed of a lot of the activities going on, such as the new teacher’s orientation held by the county for new teachers. Lingling complained:

The funny thing about it is that no one ever notified me about the orientation. When I asked around why nobody would tell me about it some teachers said that maybe because I was just a sub. All other contracted teachers were paid to go to the orientation, but subs were not paid to do these things so nobody bothered to notify us. As a sub, I feel they would not include me unless it is something directly about me.

Despite the fact that it was not mandatory for substitute teachers to attend the new teacher orientation, she went anyway. Teachers of many years of experience shared with

new teachers a lot of information and strategies. One of the teachers talked about teaching standards in the county which were unfamiliar to Lingling. She was pleased that she managed to attend the orientation. Otherwise, she would have felt more lost in her job.

Since the beginning of the September, many teachers started to identify substitute teachers by filing an online application. They reminded Lingling that she should do that too. But could a sub teacher get a sub? Who could sub her in her absence? She did not get an answer from anyone in the school.

Certainly as a sub teacher, Lingling was on a different benefit system than other full-time teachers. Lingling soon learned that for full-time teachers, their salary still got paid in full even though their substitute teachers filled their positions on days they could not come. In her office, some teachers would take advantage of the benefits by enjoying a “paid” week day at home. But for substitute teachers like Lingling, there was no payment if she could not come to school in case of sickness. What made her feel even worse was that all teachers except subs got paid on federal holidays. This did not seem fair because her workload was no lighter than that of a regular full-time teacher.

In Olivia’s school, sub teachers only had limited access to school information. For example, many schools emails were not sent to her because the information was intended for full-time teachers. What made matters worse was that she was not assigned a school email account for the first weeks. She complained:

I could not put in attendance information and assign grades to my students in the first weeks. It was a headache. I have contacted many people, sent out many emails. No one helped me. It was really frustrating!

The substitute status restricted what Olivia could do in other ways too. Olivia was planning a field trip to take her students to a nearby mall to participate in a Chinese New

Year celebration event. However, in view of the complexity of organizing a field trip as a sub teacher, Olivia had to abort the plan. She said, “As a sub teacher, I had to invite another faculty to be on the trip because I was not qualified to take students out alone”.

Olivia’s frustration was shared with international student teachers in Ragnarsdóttir’s (2010) research. Ragnarsdóttir found out that one of the concerns raised by international teacher candidates was that they were not trusted to work with the children without supervision of other school staff. Olivia’s substitute status further complicated her legitimate right to take students out on a field trip.

It was of paramount importance for Lingling and Olivia to move up to permanent status. To change their status, Lingling and Olivia struggled with a number of issues. Getting their foreign transcripts validated became the biggest obstacle in the process. Lingling obtained her bachelor’s and master’s degree in France. Her transcripts from the universities in France were not regarded valid in Green Lake County because GPA was not specified in her transcripts. It took Lingling months to communicate with the schools she attended in France, and she paid an international education service organization in New York to validate her transcripts. It was neither time nor the money that she paid for resolving the issue that bothered her; it was the fact that her legitimate international education background was brought to question that really hurt her feelings. She said, “They told me I will remain as a sub forever if I do not prove that my education in France was valid”.

Olivia was also at risk because her lack of a US-recognized bachelor’s degree might have disqualify her for employment in the county. Olivia graduated from a university in China almost 30 years ago. Her diploma received at that time was not in the

format that the county required. Even with a master's degree from the UK, the county asked her to provide her legitimate undergraduate diploma from China. It took her a lot of trouble and pain to search for the contact information of her former advisor and school administrator in the university in China. After numerous phone calls and emails, she finally got in touch with an old friend who managed to get a copy of her diploma in the format that the county wanted. Receiving her diploma in mail was an emotional moment for her. The piece of paper that seemed so thin and unimportant would have the power to legitimize her right to be a teacher in US.

After a few months of struggle, one day before Thanksgiving, both Olivia and Lingling's status was changed from sub teacher to permanent teacher. After the change of status, they had more access to school resources and a higher salary.

Handle multi-level class

CLTCs faced difficulties teaching combined level classes and to meet the needs of students of diverse needs. As the only Chinese teachers in their schools, Lingling and Olivia had to teach level 1 and all the way up to AP classes which involved teaching "multi-levels" that present challenges in serving all the students' needs. Consequently, Lingling had to put in long hours in preparing for 5 different classes each day.

Preparing for a combined level class was a part of Olivia's job as well. In one of the multi-level class I have observed in Olivia's school, she was running around all over the classroom, talking to different levels at different times. It was amazing for me to see how much multi-tasking she had to do. On one side of the classroom she was assigning a project for the 5 students at level 2; in the next minute, she moved to level 3 to check their progress on a reading assignment. While she answering questions from level 2 and

level 3 students, she put the 6 students in level 4 in pairs to work on vocabulary. In the same class, 4 AP students were put at one corner of the class listening to a dialogue in Chinese. Olivia's mentor showed her appreciation and sympathy when talking to me after class, "She is my star. It is a real big challenge for a new teacher like her because she has to make accommodation for everybody so that students are able to learn at their level".

Making everybody progress at their own pace and level seemed to be the most daunting task ever for both Lingling and Olivia. In Lingling's class, there were heritage and non-heritage students who were at different levels of Chinese literacy. In the heritage group, some students could read Chinese but were not yet at the proficiency level to write fluently; some other had no problem to understand oral Chinese but had zero ability to read. Olivia's students also showed varying levels of knowledge. She categorized her students according to their backgrounds:

First category, if one of the parents is Chinese native speaker, the student of whom would be the best Chinese speaker in my class, for he/she has the Chinese culture at home and opportunities to practice. Second category, both parents and the student are English native speaker, the student could understand my English instruction without any problem. Third category, the parents are foreign-borns while the child was born in the US, referring to the terms of "American born Chinese" or "American born Spanish"; Fourth category, the student came with the foreign-born parents from a non-English speaking country when he/she is very young. They still speak their home country language as their first language but could also speak fluent English. Fifth category, recent foreign-borns who are still struggling with English and they all are enrolled in ESOL program. My multi-level class has them all.

Summary and Discussion of Contradictions

Key Stakeholders, Culture and Institution, and Pedagogical Tools and

Resources

In contrast to the previous discussion of "resonances" in which culture and institution were not referred by CLTCs as sources of resonances, contradictions mostly

are associated with understanding or practices prescribed by the institutional regulations or cultural values. Contradiction felt in the “key stakeholder” domain is mainly demonstrated in CLTCs’ struggles with discipline issues. In the “pedagogical tools and resources” domain, a lack of teaching resources specified designed for Chinese language teaching was highlighted.

An overview of the various contradictions that CLTCs encountered in their internship is presented below in Table VII.

	Key Stakeholders	Culture and Institution	Pedagogical Tools and Resources
Danny	<ul style="list-style-type: none"> • Has a hard time managing class 	<ul style="list-style-type: none"> • Community and family culture’s negative impact on students’ learning attitude • Chinese is less important than other courses • Students were assigned to Chinese class by school 	<ul style="list-style-type: none"> • Lack basic office supplies and technology
Ling-ling	<ul style="list-style-type: none"> • Guidance from mentor is limited. • Has discipline issues in class 	<ul style="list-style-type: none"> • Instruction in public schools is not always the priority • Chinese is less important than other content areas • Has to teach for county tests based on county curriculum • Has limited access to resources due to her part-time substitute status at the beginning • Foreign transcript is not recognized by county • Has challenges in teaching multiple-level class • Has challenges to become a US teacher 	<ul style="list-style-type: none"> • Has to use other world language teachers’ classroom • Lack of lesson preparation materials
Olivia		<ul style="list-style-type: none"> • Thinks teachers are underpaid. • Struggles with her mentor’s suggestion to put more attention on weak students • Has to teach for county tests 	<ul style="list-style-type: none"> • Has to use other world language teachers’ classroom • Lack of lesson preparation materials

		based on county curriculum <ul style="list-style-type: none"> • Has limited access to resources due to her part-time substitute status at the beginning • Has challenges in teaching multiple-level class 	
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Table VII. Summary of Various Sources of Contradictions

CLTCs were aware that being a competent teacher in US takes more than mastering pedagogical skills. An in-depth understanding of the larger sociocultural background where their students come from plays a critical role in determining the dynamics in class. Wang (2009) emphasized that:

Teacher candidates need to learn about the role of race and diversity in the American educational system, among other important elements that mark the U.S. psyche. Especially if teachers plan to work in an urban setting, they will greatly benefit from understanding something of the sociocultural history and backgrounds of their students, particularly minority groups such as Latinos, African Americans, and Native Americans. In every setting, teacher candidates must understand the values and mindset of the local community. A lack of understanding, coupled with preconceived stereotypes of what America is about, can cause severe culture shock. (P. 285)

This is a thought-provoking proposal. However, learning in theory about the culture is just the first step. In Danny’s case, as an expert who had extensively studied US culture, there was still a gap that remained between reading theories and dealing with students of diversity on a daily basis. To solve the issue, Danny did a lot of critical examination of his own beliefs about diversity and the origins of their beliefs. His willingness and openness to really reach out to his students and understand where they came from proved to be essential.

A lack of knowledge regarding the “ecological environment” (Wang, 2008) that Chinese language teaching is situated is also perceived to be the reason why CLTCs

encountered those conflicts. The demand for learning Chinese language in the US in recent years has resulted in a blooming of Chinese language programs. However, a number of issues stipulated by the education system and resources need to be resolved before Chinese programs could really thrive. One of the challenges was the construction of solid infrastructure for language learning, for instance, Wang (2010) articulated that the language learning system is composed of "...the sustainable development of supply and demand of students, teachers, curriculum, instructional strategies, materials, assessment, teacher development, funding, research..." (p. 21). Before the various components fall into their places, it is inevitable for CLTCs to experience the contradictions in various aspects of their work, such as excessive workload in lesson preparation, a lack of job security and program recognition, rigid system.

However, the CLTCs demonstrated amazing resilience and persistence in times of difficulty. More importantly, they were proactive in seeking many approaches to ensure the success of the Chinese program.

Legitimate Peripheral Participation

Three CLTCs experienced challenges in "legitimacy" and "peripherality" in different ways.

According to Wenger (1998), legitimacy refers to the extent to which newcomers are treated as potentially full members of a community of practice. Granting newcomers legitimacy is important because only with sufficient legitimacy can their inevitable shortcomings become opportunities for their learning. In Olivia and Lingling's cases, their credentials were questioned at the beginning which made them felt they were not treated

as valid members of the school. Only after their degrees were verified by an authorized organization and they became “permanent” teachers, they felt as “a member of the staff”.

In this session, another important discovery was that, through their internship, CLTCs realized that it may be possible for them to stay “peripheral” to the teaching profession in the US for a time longer than they thought. Their lack of knowledge of US education framework and the sociocultural conditions that their students were in made it very difficult for them to reach their students. Wenger (1998) described this situation as “marginality” which is different from “peripherality”. Marginality could lead to non-participation which means that CLTCs chose to withdraw from certain practices, such as in the case that Olivia decided to quit her application for a class field trip owing to the complexity of the application process. However, non-participation could also give CLTCs an opportunity to pause, re-evaluate the situation, and make necessary adoptions to achieve their original goal. For example, to address the issue of lack of interest in learning Chinese language, we will see in the next session that CLTCs took different measures to promote Chinese language learning in the community.

STRATEGIES TO NAVIGATE IN THEIR INTERNSHIP

The strategies that teachers used centered around three themes: strengthening classroom management from both in and outside of the classroom, establishing their own teaching styles, and promoting Chinese programs in the school and community. An outline of those strategies that CLTCs reported to be effective are summarized in Appendix

Strengthen classroom management

As previously discussed, keeping class under control was essential for successful teaching. However, the three CLTCs realized that besides establishing good discipline routines and cracking down hard on misbehavior in class, they should also work from other angles. In the session, CLTCs reported using survey as a tool to enhance their understanding of students' needs. They also worked in a collaborative effort with other key stakeholders such as parents and teachers of other subjects to understand the causes of misbehaviors in class. Meanwhile, they found establishing a school-family, community collaboration is of essential for students' success.

Use surveys to understand students' needs and expectations

CLTCs reported constantly making efforts to make sure they understood well students' specific learning needs. One of the measure teachers took was survey. Information gathered from surveys helped teachers to prepare lessons better. For example, Olivia used survey to gather information about students' prior learning experience with Chinese. So that when she started teaching, she had a better idea of what students have already known and what they need to learn more about.

Teachers exchanged ideas as how to get the most information out of the survey. For instance, one survey question Lingling asked was, "What you don't like about Chinese class?" She got a lot of negative feedback in this question consequently. Danny suggested her to ask questions in a "smarter" way: e.g. if you were the teacher, how would you teach the class? In this way, teachers could have a better idea of students' feedback about the Chinese class so that they could improve their teaching skills.

Try to understand the causes of misbehaviors

Teachers understood that identifying and addressing the root the causes of misbehavior would be an effective strategy to deal with discipline issues. Danny's mentor expressed one of her hopes for Danny at the beginning of his internship:

For those kids who may seem not so motivated, I hope he could find a way to understand them a little bit. Not to enter their culture but to understand it in a sense that he will have empathy for it, and sometimes to even find the humor in some of those things that the kids do.

Danny certainly measured up to his mentor's expectation. At the start of the semester, when he was inputting students' information in the computer, he realized that so many of them are coming from broken families. Students had to carry with them so much that every single behavior in school is related to things happen outside of the school. There was one student was particularly distracted in his class one day. Instead of jumping up to discipline the student, Danny walked to the student after class and talked to him as a caring friend. Then he found out that the student would have to go to court after school. His bizarre behavior in class was because he was terrified of the charges he would have to face that day.

Olivia shared with Danny's wisdom of dealing with the root of the problem rather than the surface:

For high school students, the best way to address disciplinary issues was to understand what was happening behind students' behavior problems, so that they could find the right remedy for those issues.

For example, there was one student who had always been sleepy in Olivia's class. However, surprisingly, the student did pretty well in all tests even if he did not seem to pay much attention to instruction in class. In order to help him, Olivia talked to the student's father who told Olivia that the student's interest in taking Chinese was because the father had been doing some business with Chinese companies recently. So he liked

Chinese and wanted to learn it well. But he had to do school band practice at 5:30 am every day so he felt sleepy during the first period of Chinese class. Olivia was glad that she got to understand what was going on in the student's life before she could move on to help him.

Like Danny and Olivia, Lingling also tried to reach to other people so that she could understand students' behavior in school better. One of the strategies she used was to expand her efforts by emailing teachers of different subjects of particularly difficult students to inquire how they have behaved in other classes. If she confirmed that those students had also been acting up in other classes, she would brainstorm ideas with other content area teachers to help those students.

Foster a school-family-community collaboration

Danny learned from his job that the larger culture and community determined students' learning motivation to a great extent and classroom management starts beyond class, so he tried to establish a close and truly interactive relationship with their families and parents and caretakers:

It takes a whole village to do an excellent job in educating a child. A respectful relationship between school and parents helps sustain trust, pleasantness, and motivation on both sides of the learning equation.

To Danny, fostering a school-family-community collaboration is important for a child's academic success. As a teacher, he regarded himself as an educator with a mission to involve, engage, innovate, and collaborate with all my students' families and parents.

In his written reflection, he wrote:

As schools and teachers, we need to seriously (in a down-to-the-earth fashion) step out and beyond our traditional functions to innovate and branch out to empower, to enrich, and to educate the family communities, and to proactively,

interactively, and substantially link up with our students' families and parents as well as with the larger communities and societies.

To involve parents' in students' learning, Danny called students' parents periodically to report students' progress or invite them come to his class to observe and to talk with him. He found that most of parents were very responsive and they would like very much the feedback from him regarding their children's behavior and progress in school. He also found talking to parents would help clarify possible confusions and establishing understanding as a way to win more support from the parents. He gave me an example:

One student did his math homework in Chinese class and I caught him. The student told his parents that he did math in Chinese class because there was nothing assigned for him to do. I told the parent that what he said was not completely true. Students were given the review package to work on at that time. I suggested that the parent to check if the student had understood everything in the review package, if not, then the student was supposed to be busy with reviewing Chinese at that time.

The parent that Danny spoke to thanked Danny for keeping him informed of what was happening in class. He expressed his willingness to work closer with Danny to make sure his child would exert more effort in learning Chinese.

Danny always asked his students to share what they had learned in class with their parents. For instance, after introducing proper dinner table manners including how to make a toast in both Chinese and US culture, Danny had students practiced those manners, including make toasts in appropriate cultural contexts. Then Danny asked students to share with their parents what have learned in class. One parent met Danny on the Parent-Teacher Meeting and was so excited to tell him that, "I do not know what you did in class, but my daughter has been learning a lot".

Explore and develop their own teaching styles

In their effort to search of the best teaching style that worked in the school contexts, three CLTCs reported adapting different techniques. First, all CLTCs agreed that thorough preparation was the foundation for a successful class. During the lesson preparation process, creatively use teaching materials from a variety of resources was the key. Also, when delivering the carefully prepared lesson, they found enriching language learning by infusing the learning of cultural and social knowledge was interesting for high school learners. Additionally, they gave a lot of thoughts into the strategic use of English and Chinese language in class to maximize learning results for every student. Last, differentiation of instruction was very important to allow students to process at their own paces.

Thorough Preparation

I was really amazed at how diligent and devoted the three CLTCs were at their work. Danny committed almost 15 hours each day to his job. He said,

starting from I left home in the morning at 7am till I come back home at 6pm, extended to night work at home sometime till midnight, all I think and I do is how to do a lesson that will rock my students' world.

Lingling and Olivia also agreed that being fully prepared for each class is the key to effective teaching. Lingling firmly believed that, “there is a huge difference in terms of teaching and learning effectiveness when I am 80% prepared and 120% prepared before class.”

In order to make each lesson more fruitful and interesting, Olivia and Lingling were in close contact, sharing ideas and teaching materials, which impressed Lingling's mentor a lot,

As a part-time teacher, she diligently works here at school well past the hours she is required to be here. She has designed many activities for teaching. She also created reading materials for students to have a more personalized learning experience. Not many teachers would extend their efforts to do that for students.

Be creative in creating teaching materials

Instructional materials are considered “the fundamental” on which world language teaching and learning are based (Roberts, 1996, p. 375) and “the bedrock of syllabus design and lesson planning” (Kramsch, 1988, p. 63). As previously discussed, a lack of high-quality instructional materials was identified as one of the challenges by CLTCs. Therefore, selecting and developing teaching materials that were suitable for their context was critical. Wang (2009) particularly called for teacher candidates of less-commonly-taught world languages to “research current articles and primary source materials that are relevant to the content and unit of study and to develop their own strategies and resources for the classroom” (p. 278).

Teachers reported utilize all the resources they could find to prepare for each lesson. The approach that Olivia used to deal with the lack preparation materials was to sort through all the resources she had gathered over the years as a teacher. Her daughter’s Chinese learning materials from another high school was pulled to her treasure box too. Also, her daughter has been a valuable resource to her. She consulted with her daughter while planning lessons. For example, when teaching numbers, she asked her daughter for her opinion regarding choosing the tune that young people would enjoy to learn numbers.

Lingling has been in contact with the previous Chinese teacher and other Chinese teachers in the area for materials. She had learned a lot from discussions with them. But

she did not take the materials and use them in class without any modification. Actually, she enriched the materials database by adding many of the resources she created. She said:

I like to share my teaching plans or assessment tools that I designed with other Chinese teachers in our county. Chinese teachers do not have as much teaching resources as Spanish or French teachers do because Chinese is a less-commonly taught language. So it is important for Chinese teachers to share resources in order to reduce our preparation work load.

Danny relied pretty much on his own to make teaching materials needed in his class. For instance, to teach students about Chinese currency, he spent a few days to search for the best currency samples on the internet. He then laminated the paper money so that he could continue to use them in future classes.

Think critically about mentors' advice

Mentor teachers have been a wonderful resource people and guidance for CLTCs. However, from time to time, CLTCs expressed critique of their mentor's suggestion and preferred to follow their own judgment to teach.

Olivia's mentor wanted her to be more specific in explaining rules and content. To her mentor, the teacher should lay out as clear as possible each step so students can follow well. For example, Olivia's mentor specified that it is the teacher's responsibility to guide students to organize their class package. Each handout should go into which part of the package should be said clearly by the teacher so students would know how to do it.

Olivia agreed with most of what her mentor pointed out in the post-observation meeting, but she has some reservations. She regarded that high school students should not be treated as kindergartners. She did not think that the teacher should do all the thinking for the students which would make students become dependent on the teacher. In Olivia's observation of her mentor's class, some students just sat in class passively waiting for the

teachers' order for the next step. They were not proactive learners. Olivia thought that passive learners would experience a very challenging first year in college where they are supposed to be more independent and be more responsible for their lives.

Olivia's mentor also required Olivia to introduce the lesson's topic right away at the beginning of the class. Nevertheless, Olivia has her own beliefs.

Olivia's father was a drama actor so she had learned a little about drama. She told me that she liked to apply techniques from drama such as "suspension" in her class:

I think I am different from my mentor. Every teacher has her own style. My mentor prefers to introduce the topic for the day directly while I prefer the other way. I do not agree with too much structured teaching in class because to me it delineates what students should be doing. Some students do not like it that way. I have tried to introduce the topic directly but some students wondered "Why do we have to learn this?"

I am using the concept "suspense" in my teaching. In that way, they follow me to learn without knowing that they are doing so. I prefer not to tell them directly what they will be learning at the beginning of the class. For example, when I was teaching the unit "Visiting the Doctor's Office" I was like leading them walk through a forest. Once they reached the end of the forest, they got to understand what they have seen. But if I tell them about the forest at the beginning, some may refuse to go into the forest in the first place.

Danny and his mentor were in agreement most of the time. However, towards the end of the semester, when Danny was more familiar with the school and his students, he became more and more independent in making his own judgment. For example, when his mentor suggested him to send home a monthly newsletter to parents so that they would be kept in light of what has been going on in Chinese class and how they could help monitor students' progress. Danny had a different opinion: He thought the monthly newsletter idea may have worked in his mentor's class, but not in his class. He preferred more direct communication with parents. His mentor was happy that Danny has learned

to critically weigh the advice he got and make a decision. Danny's mentor said, "As he grows, he will need less advice from other and finds his own way".

Beyond teaching the language

Three CLTCs realized that a successful language teacher should instill values that come with the learning of language and culture in class.

It is a belief that Danny and his principal shared that "Man's mind, once stretched by a new idea, never regains its original dimensions (quote from Oliver Wendell Holmes, Jr.). Danny emphasized it is important to incorporate social and cultural aspects into learning/teaching in a comparative way so students can see their own world from the perspectives of others.

According to Danny's principal Mr. Swift, students were not exposed to other languages and culture before, so it was necessary for him to challenge students' misconception of the world and then to teach them new knowledge. Danny agreed with the principal's advice. He thought, "I think kids sometimes need a push. So that they know the world is more than they know. When they are exposed to a larger world, they will appreciate the world better".

Danny held one part of the study of the unit "Chinese Cuisine in the school kitchen. Danny took students to Mr. Baker's kitchen in the school so that they could learn to make Chinese dumplings and salad. Before going to the kitchen, Danny's mentor mentioned that it is not every student's interest to be exposed to other tastes. Danny soon found out that his mentor's concern was true. After the cooking class, one student commented that Chinese food tasted "nasty". On hearing that Danny guided students to reflect on their kitchen experience with Chinese dumplings and told them that food could

be different but never “nasty”. The student immediately realized that he had been rude and apologized. Danny took the opportunity to teach him that, “You know what? Words can hurt. If you meant that it is different say ‘different’, but do not use words that you do not mean to say.”

To achieve make cultural knowledge more assessable to students, Danny did tremendous preparation for the cooking class. For example, he prepared a packet which contained a considerable amount of information about the Chinese food and its history. To familiarize himself with US dining culture, he participated in a seminar to learn about etiquette and table set-up skills. In this way, he was in a better position to present comparative dining cultures to students.

In class, we did the virtual dining on the table. We had plates, chopsticks, napkin and cups for them. We have learned all the terminology and practiced using them on the table. They have learned to use chopsticks to pick up food for each other. It is a major purpose of my class. I not only want them to have culture knowledge but also life-long skills. I have also shown them the Chinese table setting and compared it with the formal US table setting.

The cooking class was one of most successful classes that would have a life-long impact on students’ lives, according to Danny’s mentor and principal. Owing to Danny’s endless efforts, students were highly engaged and benefited a lot from the lesson.

Olivia often challenged students to think deeper of what language really represented. For example, some students asked her to teach them how to curse in Chinese because they could use it right away. Olivia tried to take the opportunity to teach them the importance of being polite to each other and teach them the Chinese phrases “安静 (be quiet)”. Another example she shared with me:

When I taught the word “爱 (love)”, some students’ facial expression told me that they were making inappropriate connections to this word. I immediately

explained to them that love in Chinese requires very deep feeling. Love is a sincere feeling that involves responsibility and respect.

Strategic Use of both English and Chinese for Instruction

The issue of how much target language instructors should use in class has become intriguing. There seems to be two major groups of positions on the recommend use of target language and students' first language in class. On the one hand, a sanction of students' first language was proposed. People who believe this proposal regard that teachers' use of as much target language as possible in class will create an input-rich environment which provides learners with optimum learning opportunities. For example, ACTFL recommended, "language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom¹³".

On the other hand, mostly found in the research of bilingual and biliterate education, both first and second languages could be used to promote the overall academic development of students (Cummins, 1979; Martin-Beltrán, 2009, 2010).

Wang's (2009) study showed that the Chinese language teaching force in the US is dominantly native-speakers who lack the experience of learning Chinese as a second language. With the societal predominant belief that Chinese is a difficult language to learn, native-speaking teachers are likely to increase the use of English of class. Wang (2009) concluded that "Without such an understanding, native-speaker teacher candidates have great difficulty tailoring their language into comprehensible input (p. 285)".

¹³ "Position Statement on Use of the Target Language in the Classroom" from <http://www.actfl.org/i4a/pages/index.cfm?pageid=5151>

The participating CLTCs were advised to use exclusively target language in their class. One of the teacher educators I have interviewed was a huge proponent for 100% target language in class. She said, “Students should be immersed in the target language from the first day on. Teachers really have to believe this to really do it”.

However, in practice, teachers weighed their pros and cons of using Chinese as the only instructional language in class and make necessary adjustment according to their own situation. In Olivia’s view, it was applicable for routine classroom instructions such as “how to say...” or “take out your pen and pencil” to be said in Chinese. However, it was not easy for her to use Chinese as the only instruction Chinese in class. She explained, “Students will soon get disinterested if too much Chinese is used in class.” It was true at least in Danny’s case. Danny reported that every time when he used a lot of Chinese in his beginners’ class, some of the students would go “what what what?” “They got lost and they lost interest in learning” Danny said.

In Lingling’s case, the appropriate use of English sometimes could save a lot of instruction time. In her observation of other Chinese teachers’ classes, she saw some Chinese teachers would take as long as 10 minutes to let students guess simple concepts such as “getting up from the bed in the morning.” To her, direct English explanation could have been more effective.

Olivia liked using some English in class because in her view the goal of world language learning is not to make students Chinese native speakers but true bilinguals. Through the survey, Olivia realized that many students spoke other languages at home which make an additional language in school more challenging. In Olivia’s Level 1 class, students came from eight different countries. Olivia understood that many students

needed to translate twice – from their first language to English and then to Chinese when they were trying to learn a Chinese word. So Olivia encouraged her students to think about their first language when she taught them a concept in Chinese. For example, when they were learning the concept “quantifier”, students were encouraged to compare the quantifiers in their own language and those in Chinese. Those comparisons made learning Chinese more personally meaningful to them.

For students who are Chinese native speakers already, To Olivia, it seemed even more important for them to be exposed to English. She said,

Personally I think the students need some translation, because our aim is to make them bilinguals, not to train them to become native Chinese speakers. We have excellent native Chinese speaker in my class who recently came to the United States. Some of those Chinese native speakers know Chinese phrases, for instance 世界, but do not know that it means “world” in English. I don’t think they are truly bilinguals. One of the goals of my class is to make the connections between Chinese and English to them.

Overall, three CLTCs in this study understood the benefits of using as much target language as possible in class. For example, the use of the target language in the classroom greatly increases the students’ exposure to the target language, thus opportunities are made to create genuine communication. However, they kept balance between using English and Chinese in a way that was most conducive for learning in their class contexts.

Differentiation of instruction

As an experienced teacher, Olivia quickly got to know her students and managed to give attention to all students of different proficiency levels at the same time. In a multi-level class of mixed levels of proficiency and interest, I observed that Olivia managed to pay as much attention as possible to every student. For example, one level 4 girl was not

reading the passage when she was supposed to during free practice time. Instead, she was playing with a pen. Noticing that, Olivia came to ask the girl a few questions related to the passage. When the girl could not answer those questions, Olivia paired her up with another boy who was more engaged in class. Then the boy started to work with the girl on the reading of the passage. Seeing the boy and girl were engaged in reading, Olivia quickly moved on to another boy who was a Chinese native speaker. She assigned him some translation practice so that he could strengthen his English skills. Olivia told me later that the Chinese native-speaking boy graduated from a Chinese high school in China. He moved to US with his parents three months ago. He was assigned to Olivia's Chinese class because his English was so weak that the school thought he could learn some English from Olivia.

Another strategy that Olivia used was to give students enough autonomy in doing assignment. In her assignments, many of the questions did not have fixed answers. Students were encouraged to use imagination, to take risks, to create their own answers by using a variety of resources (web or books or talking to native speakers). For example, when she reviewed the concept of "quantifier," she provided students with a picture of a number of objects. Students had the freedom to choose any object for quantifier practice.

Furthermore, Olivia was honest with her students that her specific teaching approach might not be the approach they liked the most because everyone has different learning style and strategy. Students were encouraged to find the learning strategies that would work the best for themselves. Olivia told me, "I encourage them to listen more if they find listening helps, or read more if they want to learn through texts".

To Olivia, the ultimate goal was to teach students “how to fish than give them the fish”. She said:

I encourage students to learn by themselves through research. For example, when I introduced to them the ancient Chinese pictograph writing style, I designed an online research topic for them to do research in the language lab for 45 minutes. They were required to define Chinese pictographs in their own way and they were excited about it. Since the class time is too limited to teach them everything. I gave them the tools they could really learn on their own.

Promote Chinese programs

A range of skills are needed for Chinese language teachers to success in US schools (Stewart & Livaccari, 2010; Wang, 2010). This includes fluency in both Chinese and English and has the ability to effectively use US pedagogy in teaching Chinese language. More importantly, Stewart and Livaccari (2010) pointed out that, Chinese language teachers should be able to:

[...] work with the school and community at large. Given the newness of the field, teachers are crucial to efforts to build program support. They need to be both willing and able to be advocates for Chinese language teaching and also for an international focus in the school. (p. 18-19).

It is Lingling and Olivia’s hope that more students will become interested in learning Chinese, so that they could become full-time teachers. Even though Danny is a full-time teacher already, he hoped to expand the program as well.

The principals suggested, “It is the teacher who expands the program.” This means first, to retain current students, students’ satisfaction with the Chinese class will directly influence their decision as whether or not to continue next year. So teachers will need to make sure current students really enjoy the class and they want to continue to learn. Second, one way to increase enrollment is to make the program more known to a larger audience. So teachers have to promote the Chinese program to attract potential

students. To achieve the first goal, many of the aforementioned strategies were helpful. For example, teachers used a survey to better understand how to serve current students' needs better. The following section focused more on the effort that teachers made to increase the influence of the program so that more students will be interested in enrolling.

Teachers also found strategies to increase the influence of the Chinese program in school and make the program more known in the community so that more students will enroll. When the enrollment increased to the level of a full-time teacher is needed, there is a chance that Lingling and Olivia will work more hours in school thus earn a higher salary. The following are the strategies that teachers were applying.

Advocate for more autonomy for students to choose classes

Danny's always believed that teachers have the social responsibility for advocating social justices within educational systems and practices (Hughes & Snauwaert, 2010). Hughes (2011) stressed that:

[...] democracy is not an end but a commencement, a journey, a consistent battle between democratic rights (Oakes & Lipton, 2003) of individuals to have structured ethical choices and democratic ideals (Oakes & Lipton, 2003) of those individuals to choose to reciprocate good within their in-group and to choose to engage social contracts with those outside of their ethnic, political, social, and spiritual enclaves for the hybrid vigor and vitality of optimal urban education and sustainability in our society. (p. 109)

Danny was disappointed that many of the students who were not interested in learning Chinese at all were to some extent forced to sign up for Danny's class. He identified several students with low motivation and behavior problems and had a sincere talk with them:

Danny: "Tell me the truth. Are you interested in learning Chinese?"
Students: "To tell you the truth, NO."
Danny: "Then let me help you."

Danny talked to the school counselors and assisted finding classes that those students could truly enjoy. In retrospect, Danny strongly suggested the school allows more autonomy for students to decide which class to take. But he certainly welcomed more students to get to know more about what the Chinese classes were about before making the decision to take it or not. If given the opportunity, he would like to give a presentation about the benefits of learning Chinese language to prospective students before they sign up for it. Danny said, “When students make the decision by themselves, it is more likely that they will commit to learning”.

Start Chinese language and culture club

Establishing a Chinese language and culture club in school was a very effective way to increase students’ learning motivation and the program’s publicity in school.

Danny has been trying to involve students through after school club activities. He said “I tried to involve motivated students through after school activities so that they can inspire and influence the general population in learning”. To achieve his goal, he invited students to be co-founders of the Chinese club. As a result, many students showed enthusiasm and signed up. The club members gathered once a week to engage in many meaningful forms of learning activities, such as watching a Chinese movie or making a Chinese-themed poster.

Olivia was also planning opening a Chinese club or Chinese honor society by the time of interview. As for Lingling, she took over the Chinese Honor Society that the previous teacher started. She worked with students during lunch almost every day, and she attends meetings and events to promote the influence of the club in school. Through

those activities, the Chinese program gained more exposure and influence in their schools.

Advertise on school display boards

Olivia exerted much effort in advertising for her Chinese program so that “students would be attracted here”. One of her innovative effort was to have my students work and posters displayed on the walls of the hallway”. She invited students to decorate the two boards in the language lab and she brought from home beautiful Chinese cultural artifacts for display in one of the hallway windows. She said, “In this way, students or visitors passing by the hallway and the language lab will get to see what our program is about”.

Olivia’s mentor was very pleased with her efforts:

She wants to be more present in the school, to promote the Chinese program. She has been putting seeds here and there so I think she is going to grow the program. It will affect the community as well because more will come to learn Chinese.

Deal with conflicts with other world language programs

Olivia was very aware of complicated politics in the school which sometime threatens the survival of Chinese programs. During her observation semester, she had seen that her mentor distrusted the foreign language department head who happened to teach French. According to Olivia’s first mentor, the French teacher was afraid that students would choose Chinese over French so he was very critical of the Chinese program. Olivia realized that:

There is rivalry between different world languages. I remember during one of my mentor’s demo classes, the world languages department head showed up. After the class, my mentor told me the head disliked her because of the competition. The French teacher was there to find fault in our work so that he could get rid of our program.

The conflicts between different world language programs were also felt in her second semester of internship. She was surprised at the fact that there were many Spanish and Italian classes in this school while there were only two Chinese classes. In closer observation, she had learned that her mentor who was also the school's Italian teacher spared no effort in expanding her program. For example, she campaigned to parents and students regarding the importance of learning Italian and the easiness of learning it (because of the closer language distance between English and Italian). As a College Board member, when Italian AP test was facing the danger of being cancelled, she fought hard to raise awareness as well as funding for Italian AP classes in school. In this way, more students who had started learning Italian chose to continue to proceed to AP level. More strategically, her position as the head of the world language department gave her the advantage to assign new students to her Italian class, according to Olivia. All those factors combined made the Italian program in the school very popular.

Lingling and Olivia were quite aware of the sophisticated situation that their Chinese programs were in. It was highly important for them to navigate with the resources they had so that the Chinese program will thrive as Spanish or Italian programs in their school. As the next two sessions show, Olivia reached out to parents for more support while Lingling proposed to open a Level-5 Chinese class.

Look for parents' advocacy

Right before Olivia took her Chinese teaching job, the Chinese program faced budget deficit and was almost cancelled. However, she was very happy that parents played a key role in keeping the program. For example, a mother of a student voiced her strong advocacy for the Chinese program. Olivia said, "I often see the mother in school.

She has been very active and she is a strong voice in maintaining the Chinese program”. Therefore, Olivia tried to establish connections with her students because she knew that as long as parents saw values in the program, it is unlikely that the program will be discontinued.

Propose to open a Level-5 Chinese class

Lingling has been giving a lot of thought as how to make sure students’ learning in her multi-level class will not be compromised. One of the solutions she proposed to the county was to open a level-5 class. It is quite new to the county because most Chinese programs in the county’s high school only run up to level 4. However, in view of a big student enrollment in level 3 and level 4 class and the fact that many of the level 4 class students were not ready for AP class yet, a level-5 class will be effective in helping the Chinese program to serve students’ needs better. At the time of research, the result of her application had yet to be known.

Assist Chinese programs in their feeding schools

Three CLTCs put a lot of energy and effort in leading a helping hand to the Chinese programs in the high schools’ feeding middle schools. If the Chinese program was not in place yet in those middle schools, one of the strategies they took was to assist feeding middle schools open a Chinese program. “When students go to high school, it is more likely that they will continue to learn Chinese if they have started in middle school”, Olivia said.

Olivia first-hand witnessed how her first mentor teacher advocated opening a Chinese program in a middle school. She told me the whole story:

Some parents lobbied the school to open a Chinese program. My first mentor teacher joined the campaign. As a result, the principal allowed her to teach four

after school Chinese lessons to students and then the students decided if they wanted it or not. So she designed a 4-day lesson focusing on learning about giant panda. The purpose was to get students excited so she spent a lot of time on preparation for each class. For the last class, my mentor even cooked a few Chinese dishes so that students got to taste the most authentic Chinese cuisine. By the end of the four classes, every child participated in the after school program said that they loved learning Chinese and wanted to sign up for Chinese next semester. Finally, the principal decided to open two Chinese classes in the new school year.

The middle school that Olivia’s mentor successfully started the new Chinese program is one of the feeding schools of the high school that Olivia worked for. She planned to make a presentation in the middle school and hoped to welcome their graduates to join in her Chinese program next year when they come to high school.

Danny and Lingling shared Olivia’s vision. They were proactively seeking for opportunities to visit the feeding middle schools. After talking to Olivia’s former mentor, Danny and lingling was touched by her effort. They said, “I know now that many Chinese programs are established in public schools because of the efforts from teachers like her. We will work as passionately as she does.”

Summary and Discussion of Navigation Strategies

Key Stakeholders, Culture and Institution, and Pedagogical Tools and Resources

In light of the theoretical framework for this study, the strategies that three CLTCs used to better navigate respectively are analyzed. CLTCs helped me to construct the summary Table VIII.

	Key Stakeholders	Culture and Institution	Pedagogical Tools and Resources
Danny	<ul style="list-style-type: none"> • Conduct students’ need and feedback survey • Strengthen communication with parents by calling 	<ul style="list-style-type: none"> • Establish authority as a teacher • Suggest school 	<ul style="list-style-type: none"> • Spend a lot time on weekends and after school to

	<p>them periodically and ask students to share with parents what they had learned in class</p> <ul style="list-style-type: none"> • Seek advices from many staff and teachers in the school but critically think about those advices • Crack down on students' disruptive behaviors • Involve students through after school club activities 	<p>adjusts its way of assigning students</p> <ul style="list-style-type: none"> • Promote the Chinese program in school community 	<p>make teaching materials</p> <ul style="list-style-type: none"> • Be creative in creating curriculum and lessons • Prepare content to broaden students' world view
Lingling	<ul style="list-style-type: none"> • Conduct students' need and feedback survey • Prepare lessons according to students' needs and interest • Be proactive in contacting her mentor and other teachers to seek for advice 	<ul style="list-style-type: none"> • Participate in many teacher learning workshops and school activities • Learn to be a US teacher • Promote Chinese program in school community 	<ul style="list-style-type: none"> • Collaborate with previous Chinese teacher and other Chinese teachers to prepare lessons • Be in close contact with Olivia for lesson preparation
Olivia	<ul style="list-style-type: none"> • Conduct students' need and feedback survey • Strategically deal with students' complain • Focus on long-term: developing students' good learning habit and passion for learning Chinese • Cultivate bi-lingual learners • Think critically about mentors' suggestions 	<ul style="list-style-type: none"> • Be flexible enough to navigate in the school activity schedule. • Provide suggestions for creating more effective grading system • Promote Chinese program in school community 	<ul style="list-style-type: none"> • Utilize resources from her daughter and her weekend school to enrich teaching • Be in close contact with Lingling for lesson preparation

Table VIII. Summary of strategies for CLTCs to navigate in their internship

As it is shown in the table that CLTCs tried to reach out to various resources so that they could be better at their jobs. They worked collaboratively with key stakeholders, especially parents to improve students' learning results. They reported that they did a

tremendous amount of work to ensure learning success. For instance, they tried to understand students' real needs by surveys and spend extensive time preparing a lesson that would be meaningful for students' lives.

During many of the conversations I had with three CLTCs regarding their navigation strategies, they referred a lot to the first domain "key stakeholders" for answers. For instance, they looked for information about their students' background through different channels – survey, students' online profiles, and parent - teacher meetings. As the discussions went deeper, the CLTCs and I began to see how their efforts to reach out to key stakeholders were related to the second domain "culture and institution." They admitted that, in essence, they were trying to understand the contexts and the environment that their students lived in. In other words, it was the information regarding the cultural differences and institutional boundaries that made them more sensitive teachers.

Given the situation that foreign language instruction is not the priority in many US schools' curriculum, in order to secure their jobs, three CLTCs had to think creatively as how to maintain and expand their Chinese programs. Wang (2009) pointed out that many Chinese language teachers in schools are assuming dual roles as a teacher and program builder. She said that, "Although Chinese language teachers may begin as novices, they are often simultaneously expected to build a program—a huge responsibility (p. 262)". Stewart and Livaccari (2010) shed light on the program builder role that Chinese language teachers take. They emphasized that one of the characteristics that effective Chinese languages exhibit is that

[Being] able to work with the school and community at large. Given the newness of the field, teachers are crucial to efforts to build program support. They need to

be both willing and able to be advocates for Chinese language teaching and also for an international focus in the school. (p. 18)

Given little training and instruction in their teacher education program as how to successfully build and expand the Chinese language program, The three CLTCs in this study struggled but yet managed to successfully making their programs more visible through a variety of strategies.

It is noteworthy that the strategies that CLTCs used did not necessarily target the contradictions that they encountered. One of the possible reasons was that contradictions associated with the culture and system were too difficult to be tackled alone. Therefore, CLTCs focused more efforts within their resources and ability, for example, in preparing a high-quality class. However, we cannot conclude that individual efforts are too weak to make a difference on the cultural or institutional level. From CLTCs' work in promoting Chinese language learning in the community, we could see that their efforts were essential in ensuring the survival of their Chinese program and changing people's attitudes toward world language learning.

Legitimate Peripheral Participation

According to Wenger (1998), continued participate the community and the improved of certain aspects of the practice will lead to the goal of full participation. It is concluded through the three case studies that CLTCs have managed to move from “novice” to “more experienced” or from “peripheral” to “more centered” during their internship. This development was accomplished by the various navigation strategies that CLTCs took as it is shown above. Many of the strategies, such as explore their teaching styles aimed to enrich themselves as teachers. Other strategies targeted to improve the relationships with their students and other stakeholders in the community. In particular,

CLTCs' efforts in expanding their programs means they not only were able to contribute to teaching but also to participate in the negotiation of meanings that matter in the community, including being able to contribute to the discourse, the ways of doing things, the routines, the concepts and the actions that the community has developed and that have become part of its practice.

Since CLTCs were contracted as teachers. They were treated as experts in Chinese language education and they were trusted to carry out full teaching responsibility from administrators. Gaining the trust and respect not only enhanced their self- efficacy as a teacher but also increased their awareness of the responsibilities inherent in being a teacher.

Also, CLTCs had ownership over their pedagogical decisions, unlike traditional student teachers who had to align themselves with the meanings constructed by other teachers. The equal relationship between CLTCs and regular teachers in schools could maximize CLTCs' participation in the negotiation of meanings. For example, CLTCs were given abundant autonomy in making curricular decisions. Lingling was even able to contribute to the shared repertoire by preparing curriculum materials for other Chinese language teachers.

THE OUTCOME OF THE INTERNSHIP JOURNEY

Danny, Lingling, and Olivia successfully completed their internship by the end of fall semester, 2011. Their internship evaluations from the university supervisor, the mentor teachers, and their advisor were good and they all felt satisfied. Each of them also completed an online portfolio in which they documented their lesson plans, created teaching materials, and other evidences of success, such as pictures and teaching videos.

By the beginning of the year 2012, they all received their teaching certificate from the Department of Education.

In her reflection during the internship, Olivia increasingly recognized the wisdom of “to teach is to learn twice”. As a teacher with over twenty years of experience teaching students in China, England, and the United States, this internship turned out to be a valuable extension of her learning journey beyond what she expected it to be. In her reflection, she appreciated the opportunity to engage in learning about the school and her students provided by the internship. “All excellent teachers will never cease to learn,” she concluded.

Lingling has always been very modest about her achievement as she completed her internship. She said, “I am just a beginner yet in my way to be a master teacher. And I am so looking forward to what is going to happen next”. Referring the theories she learned in the teacher education program, she continued to share that, “Transformative learning is happening to me every day.” Mezirow (1997) explained that transformative learning is for individuals to change their frames of reference by critically reflecting on their assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds. To Lingling, transformative learning meant that the new knowledge that she had built up was not confined to instruction skills. Every aspect of the internship experience has transformed her in some way. For example, she critically reflected her educational experience in China, France, and US in order to become the teacher that US students need the most.

Both Lingling and Olivia talked about the area that they have a deeper and more profound understanding of “discipline” after the internship. In their original

understanding, discipline simply means that students submit themselves to the teacher for the sake of what they are learning. Teachers train students to be submissive so that the feeling of respect is perceived by the teacher. However, teaching US students on a daily basis enabled them to see an alternative view of “discipline” which is truly to engage students in the most interesting learning experience possible. In this process, a new understanding of teaching which was different to their previous belief of teachers’ role as the master of knowledge emerged – let learn.

Martin Heidegger (1968) explained the wisdom of “let learn”

Teaching is even more difficult than learning. We know that; but we rarely think about it. And why is teaching more difficult than learning? Not because the teacher must have a larger store of information, and have it always ready. Teaching is more difficult than learning because what teaching calls for is this: to let learn. The real teacher, in fact, lets nothing else be learned than—learning... The teacher is far ahead of his apprentices in this alone, that he has still far more to learn than they—he has to learn to let them learn. The teacher must be capable of being more teachable than the apprentices. (p. 15)

“Let know” is understood in reference to student-centered teaching approach that was in contrast to the teacher-centered approach that Lingling and Olivia were familiar with. Let learn means they trust students in their own judgment of choosing their way of learning at their own pace. The new realization was the highlighted learning moment for Olivia and Lingling.

As the only Chinese teacher who struggled in a low performing urban school, Danny viewed his internship as a priceless learning journey too. Danny’s principal said:

There is no substitute for experience. No matter what we do and what we say for teachers, the one thing we can give teachers is experience. Once you have that, you will be an entirely different teacher.

Danny's effort was rewarded tremendously after his internship. His contributions were recognized by an "Outstanding Educator" award in the school, the highest honor that the school gives to only one teacher each year. Danny said:

On the day before I was awarded, a staff told me that parents called him to say things changed with their children, which really meant that I made a difference in some students' lives. Another school staff said, "Hang in there. We need you. God sent you here for a reason". I said to him, "Yes, I have a mission here. Thank you for making my day!" He smiled, "Thank you for making MY day!"

After Danny's internship, Danny wrote me that on the graduation ceremony, he was so proud to see that four out of the six top graduates whose pictures were in the "Hall of Fame" were his Chinese Club members. He felt his hard work was paid off and he indeed made a difference in his students' life.

It is hard to conclude that they had achieved "full participation" by the end of their internship. "Full participation" indicates participants achieve mastery. However, the understandings of "mastery" cannot be reduced to absolute versus relative. According to Lave and Wenger (1991) "... everyone's participation is legitimately peripheral in some respect. In other words, everyone can to some degree be considered a 'newcomer' to the future of a changing community." (Lave & Wenger, 1991, p. 117). I prefer to consider CLTCs' developmental process more from "less experienced" to "more experienced", yet they would continue this development after their internship.

CONCLUSION

In this chapter, CLTCs' interactions with the key influences in their work contexts were analyzed. According to Engeström (1999), conflicts do not occur accidentally or arbitrarily but are instead inherent in human activities and they can either hamper or assist in the attainment of the object. As discussed, the key influenced facilitated CLTCs'

learning and development as a teacher in many ways. For instance, the support that CLTCs received from school faculty and administrators were invaluable to integrate in the school community. Also, Olivia and Lingling appreciate the sufficient teaching resources available to teachers in their schools.

However, some key influences posed obstacles for them to grow as well. Most obviously, CLTCs struggled with the differences in teaching philosophies between China and US. For instance, the level of recognition that teachers receive from both countries is different. CLTCs faced tremendous difficulty in preparing lessons with a lack of quality teaching materials for Chinese language. They also found teaching multi-level classes very challenging.

Nevertheless, CLTCs demonstrated amazing resilience in the face of difficulty. They quickly learned to use strategies to navigate in their job. They took many measures to strengthen classroom management and they explored the most appropriate teaching styles that fit their situation. More importantly, as the program developer in their schools, CLTCs reached out to the community to promote their programs.

From the theory's perspective, many of the influences categorized in the "key stakeholders" "culture and institution", and "pedagogical tools and resources" in the theoretical framework on page 26 found to be interrelated. In other words, multiple influences were at play at the same time to shape CLTCs' internship experience, but they played out and surfaced in different aspects of those CLTCs' journeys. In the "resonances" part, CLTCs reported it was various "key stakeholders" who they talked to provided them with support and assistance. A closer examination revealed that the support and assistance that key stakeholders offered were either institutional or pedagogical.

Influences coming from the domain “culture and institution” became more obvious when CLTCs referred to the contradictions they had experienced in their internship. When it came to navigation strategies, the domain “culture and institution” was again found to be of great importance because through understanding the cultural background of students and institutional regulations, CLTCs managed to develop their programs.

CHAPTER 6: IMPLICATIONS, DISCUSSION, AND CONCLUSION

Stake (1994) stated that “the utility of case research to practitioners and policy makers is in its extension of experience” (p. 245). In this chapter, the implications of the study are discussed in the following ways: a) What can other immigrant teachers and world language teacher candidates learn from the three cases? b) How could teacher education programs better prepare foreign-born world language teacher candidates to teach in US schools? c) In what ways could the Professional Development Schools better support the development of foreign-born world language teacher candidates? d) What could policy-makers do to facilitate the certification process for foreign-born world language teacher candidates? And e) what is the theoretical implication for future studies? I highlight the importance of providing social-cultural contexts knowledge to Chinese language teacher candidates (CLTCs) and providing more goal-oriented navigation guidance to them.

IMPLICATIONS FOR TEACHERS

Through the three case studies that documented CLTCs’ experiences in their internship, I summarize a few important recommendations for other foreign-born teachers who may be going through the similar process. The practical implications are categorized according to the three domains stipulated by the conceptual framework of the study – 1) key stakeholders; 2) culture and institution; and 3) pedagogical tools and resources.

First of all, it is extremely important for CLTCs to take the initiative to reach out to all key stakeholders and establish collaborative relationships with them since their first day in school. As CLTCs reported in this study that it was people that they deal with on a

daily basis who created the most resonances that they felt in school. CLTCs reported that it was the supporting staff, faculty, and administrators that helped them get through all the challenging moments. For example, when they were faced with discipline issues, consulting with more experienced teachers or their mentors helped them figure workable solutions. Sometimes, just by having a caring ear to listen to their frustration, they felt less stressed.

In terms of culture and institution, CLTCs should realize that understanding the socio-cultural background of the school community and their students will make their transition from a novice teacher to a more experienced teacher a lot smoother. One of the challenges that CLTCs reported was classroom management issue. However, solving this issue took more than just tighter control or stricter commands. A more profound understanding of the issues that may have an impact on students' learning, for instance, what was going on in students' family life would really helped them to figure out the best way to manage class. CLTCs talked to students on a personal basis or did a background survey among their students which proved to be critical in enriching their knowledge of their students. Moreover, having an open heart and mind to be able to change according to the school's as well as the society's expectations of teachers would be helpful too. CLTCs in this study did a lot of reflection of their own experience as both a student and teacher in China. They also tried to observe other US teachers' teaching and sought for advice from their mentor teachers so that they could find a teaching style that worked the best in their specific context.

Furthermore, in terms of pedagogical resources and tools, since more often than not CLTCs also assumed the role of program builder and expander, it was important for

them to be creative in making the teaching materials that fit their needs. Typically, teachers in China have a more ready-to-use curriculum and teaching materials, while in US teachers are more independent in tailoring materials and looking for resources that they need in class. It was a new change for those CLTCs. But they quickly learned to ask for assistance from either their mentor teachers or other fellow Chinese teachers in their county. They also began to share materials they had so that other teachers can benefit from their collection.

In addition to the three practical implications, a final message I intend to convey to all foreign-born teachers is that a positive spirit plays a key role in their experience. A prevailing assumption about foreign-born teachers is that their life is busy dealing with challenges associated with working in new school system in a new country (as indicated in the literature review in Chapter 2). The experiences and educational beliefs they bring to the new context are often seen as possible causes of tensions or difficulties (Remennick, 2002). From this study, I found out that differences could be foreign-born teachers' valuable opportunities for learning.

Three CLTCs hoped that my research could help teachers who work outside of their country of origin realize that they could learn to capitalize the resonances that they feel and view any contradictions that may occur as a precious growing opportunity. "After all, time will tell that efforts will not go in vain", as Lingling said.

IMPLICATIONS FOR TEACHER EDUCATION

The research showed that the teacher education program that the three CLTCs participated in needs to make more efforts to better prepare foreign-born world language teachers. Lingling said that before she started teaching, her first mentor she met during

school observations spoke highly of the Chinese teacher certification program that she was in. The reason her mentor liked the program was mainly because that Lingling often discussed with her theories that she has learned in class and her mentor felt that the program has offered abundant of knowledge to students. However, as she proceeded to teaching, she felt that content and pedagogical knowledge that the program taught her was not sufficient in preparing her to be a successful teacher. Danny also has a strong opinion that he was not prepared well by the program to work in urban schools. He said, “What we learn in class is ideal but where we work is the real world.”

Suggestions for teacher education programs to consider are centered on topics of course work, professional development workshops, field experience, connections to the larger Chinese teaching community, and career development.

Course work

Courses that CLTCs took in the teacher preparation program reflected the core knowledge base that pre-service teachers needed. Generally those courses were helpful. However, CLTCs reported that practical guidance as how to navigate through the US education system was really needed.

A few courses that CLTCs considered important were missing for the list of courses that they were required to take. The first course is educational technology. CLTCs complained that they were required to complete their teaching portfolio in which technology was given a lot of emphasis. However, they did not get to take a specific education technology class. Also, as Danny pointed out, his class was not equipped with the basic technology devices, such as a computer or projector. It was very difficult for him to be creatively design a technology-based course without much preparation in this

regard. Therefore, knowledge about education technology as well as the skills to creatively integrate technology to improve teaching would be critical.

The other most-needed course identified by CLTCs was foreign language assessment. Three teachers said that they had to conduct various kinds of assessment on a daily basis. Assessment knowledge was also an important component in Praxis II test (World Language Pedagogy¹⁴) and in internship PBA evaluation. In PBA, teacher candidates' ability to assess students' learning is considered essential. Teacher candidates are required to be able to

Use a variety of formal and alternative assessment activities and instruments to evaluate student learning outcomes (e.g., essay tests, speaking tests, proficiency tests, portfolios, individual and group performance activities, conferences, individual and group projects, self-evaluations, peer evaluations, standardized tests) that are age and level appropriate. Use different types of assessment tools (rubrics, checklist) to support progress and final assessment of students' written, oral, and projects.

However, skills as how to strategically develop and utilize all kinds of assessment approaches were not emphasized in the teacher preparation program. According to CLTCs, knowledge regarding assessment tools available and rationales behind the design of those assessment tools was lacking. Understanding the assessment required by the county will increase the buy-in from the teachers. foreign language assessment course should not only introduce the basic assessment techniques that every teacher is supposed to be familiar with, the course could also provide a more in-depth introduction of the rationale or purpose for various types of assessment in use.

Most importantly, courses specifically designed for Chinese language teachers are in greater need. One course Chinese language teachers really need is about

¹⁴ <http://www.ets.org/praxis/prepare/materials/0841>

differentiation of instruction. In view of the fact that many Chinese language teachers will have to teach multi-level classes, it is important for them to be prepared the necessary skills in handling different levels of students in one classroom setting.

Furthermore, it would be wonderful if the program could enable pre-service teachers to interpret curriculum frameworks in different areas. Teachers could be given opportunities to view sample curricula and understand the philosophy undergird those curricula. Skills such as how to adapting curriculum for their specific teaching situation should be emphasized too. To achieve those goals, one suggestion was to invite county or state curriculum experts as guest speakers to give student teachers presentations about curriculum adopted in the area.

Overall, teacher education programs should capitalize the importance of the social, culture, and institutional contexts that teachers work in. Three cases showed that the macro cultural and school contexts that three CLTCs worked in stipulated how successful the teachers could be and how CLTCs felt about their internship.

Professional development workshops

Professional development (PD) workshops that allow for self-directed, collaborative, inquiry-based learning that is directly relevant to teachers' classrooms are essential to meet Chinese language teachers' specific demands. In this session, I propose a few workshop areas that may be most helpful to CLTCs.

As Wang (2009) pointed out that "a new candidate may benefit from some kind of training about how the U.S. educational system functions, and, most importantly, how American students learn" (p. 285). A series of thoughtfully designed PD workshops on

topics such as understanding the culture of US Schools, integrating classroom management with effective teaching practices, would be beneficial.

One proposed PD workshop could be offered to help teachers reconceptualize the teaching profession in the US. One specific concern raised by three CLTCs was related to the various roles of US teachers need to play in schools. They realized that they were supposed to play multiple roles in school and the course work they received in teacher education program focused more on the instruction role. However, one role that needed special attention is the “program builder / promoter” role that CLTCs played in school. Asia Society identified the characteristics of effective Chinese language teachers. In addition to be highly proficient in both Chinese and English language, it is important for teachers to be “well-versed in American foreign language pedagogy, and... be willing and able to advocate for Chinese teaching...” (Steward & Livaccari, 2010, p. 18). Teachers are in need of the knowledge as how to expand their Chinese programs. One of the measures that CLTCs in this study all have taken was to promote their program in feeding schools. However, it would be better if PD workshops specifically targeted skills and knowledge that CLTCs needed to advocate for Chinese language learning in communities.

Another workshop in this regard could aim to enhance CLTCs’ understanding of US education framework and system as a whole. Pre-service teachers could be encouraged to explore and do research on the comparison and contrast of the educational systems between US and China / Taiwan as course projects so the cultural shock could be minimized when they start their internship.

CLTCs should also be encouraged to examine the possible stereotype or discriminations they may hold in terms of understanding the race, gender, and class of US student population in order to cultivate more empathy for the students. As Hughes (2008) noted that a deficit understanding of students is not desirable. We should see that:

[...] competence and caring are co-constructed by teachers and students, that is, a student attempt to find “what (the teacher) knows and how she knows it.” Conversely, a teacher is exhibiting his “act of care and respect” by “also discovering what the student knows and how she knows it” (Oakes & Lipton, 2006, p. 267). (p. 76)

Therefore, reflections in PD workshops should be encouraged for teachers to reveal possible prejudice that they may have for teaching in US. In this way, teacher candidates would view students more as resources, rather than deficit products they are supposed for “fix”.

Another workshop could target help world language teachers act as changing agencies to make a real difference in children’s lives. Danny’s story showed us that it is possible and important for Chinese language teachers to provide students alternative perspectives on the world and supplement in children’s education what is not provided by their families.

In addition, workshops could help bridge the gap between teachers’ previous teaching experience and the necessary knowledge they need to have with the target student age group. In the study, both Danny and Lingling reported that working with high school students presented unique challenges for them. Danny’s previous working experience was from college and Lingling worked mostly with younger learners, so they

lacked knowledge as how US teenage students learn. A specific workshop targeting how to teach US secondary students would be really helpful to them.

Provide more opportunities for practical experience

The isolation of university education coursework and student teaching experiences has long been considered problematic, according to Freeman (1989). Freeman has criticized the prevalent misconception of the knowledge of language and pedagogical content that was learned in class will be automatically transferred to practice by students. To address this issue, Tedick (2009) suggested multiple student teaching placements that take place concurrently with university courses. For world language teacher candidates, Wang (2012) pointed that it is extremely important to integrate meaningful and varied clinical experience into teacher preparation with focused feedback and support.

CLTCs reported that they wished they had more exposure to different schools prior to their internship. For example, school visits to all kinds of schools would be very helpful - private schools, public schools, urban schools, suburban schools, rural schools. During visits, teachers will get to understand that different schools present different opportunities and challenges for teachers. For example, urban, low-income high school students deal with a variety of social issues not necessarily seen — or not as prevalent — in other schools: economic instability, housing, substance abuse, lack of resources, transiency, residency, gangs and violence, and these problems often seep into the classroom, affecting student behavior.

School visits could be extended to different school levels, elementary schools, middle schools, high schools. Presenting at different school settings would give pre-

service teachers the most authentic experience which will help them decide which environment they want to work at after graduation. Meanwhile, each visit could be designed with different foci. For instance, student teacher could be directed to observe how technology is used by world language teachers to assist learning; in another visit, they could pay special attention to various assessment tools that teachers use; for another visit, the focus could be entirely classroom management strategies.

On the school sites, it could be really helpful for pre-service teachers to listen to school experts introduce how they school operates which could equip teachers with more knowledge from the administrative point of view. Class observation and open dialogues could also be arranged Chinese teachers and teachers of other content areas. For example, Chinese-preservice teachers could have access to classes of Spanish, English, and Social Studies. Teachers of different subjects could provide helpful tips to them from different perspectives.

For Chinese native speakers who were not educated in US schools, it would be really helpful to try out their teaching methods and teaching materials with real students. So another alternative for CLTCs to gain some practical experience was for them to try out teaching few lessons at Chinese after school programs and Chinese weekend schools. Summer teacher preparation program such as STARTALK could be invaluable for CLTCs to get the field experience they need before engage in full-time internship.

Getting involved in school work before the start of internship would better prepare pre-service teachers for the “reality”. Olivia said that she found it was hard to adjust her schedule to get up at 5am in the morning and drive about 40 minutes to school every day. “Even if I want to commit to teaching in public schools, I wish I could find

one that does not require me to get up so early.” She also talked about the comparative low income for teachers. Understanding what they are committing themselves to would reduce the reality shock and high attrition rate.

Another thought is to welcome back Chinese program graduates as well as veteran teachers of other subjects to share with pre-service teachers what they have experienced in their internship as well as in their jobs.

Establish connections to the larger teaching community

Wenger (1998) draws the attention to the rich potential for learning at the intersections of communities. As a result of sustained interaction between communities of school, university, and other involved party of interest, CLTCs will be able to reap the richest development results. Therefore, I strongly suggest teacher education program take a leadership position in linking preservice training hosted by the program with the in-service training offered by local schools and counties. In that way, the teacher education program could help provide continuous and sustained support for individual needs.

Beyond the university and school district, in the broader socio-cultural contexts, other resources that are available to Chinese teachers that could be utilized. For example, an exchange program between China and US could have teachers of Chinese across the Pacific Ocean work together. Or perhaps, teachers of teaching Chinese as a world language in other countries, such as Singapore, England could make connections and form a network. Establishing network of Chinese teacher community is important so that teachers could share and do not have to work in isolation.

Wang (2009) also proposed establishing a consortium for web-based or on-demand video training modules for Chinese language teachers to share. Online forums or

organizations started by teachers and serve the needs of teachers could make the distance vanish and interlock numerous talents.

Teacher Education Research Implications

As previously discussed that there has been a relative paucity of research and theoretical investigations for foreign-born teacher candidates' internship experience outside of their country of origin. Particularly, how foreign-born teacher candidates learn and grow within the complex of a new social context has not been studied systematically. The research about Asian American teacher candidates or teachers in the United States is especially scarce. As the literature review summary Table I on page 65 shows that foreign-born teachers often find it hard to establish relationships within school communities. However, little research regarding how family, university supervisors, and students' parents may also play a role in this relationship building. Similarly, in Table III on page 66, we could see that limited research is found on pedagogical tools and resources may influence foreign-born teacher candidates' work experience. Gaps like those wait for more researchers to explore.

Moreover, many previous studies predominantly emphasized the challenges that foreign-born teachers and teacher candidates undergo in another country. My study focuses on the resonances that teachers experienced and the strategies they employed to navigate in their internship, namely, the more positive side of the cross-cultural teaching experience. It is my hope that other researchers will also try to investigate the positive experiences that foreign-born teachers have.

Another area that needs more attention is that most studies I reviewed treat international teachers as a homogeneous group without specifying participants' country

of origin. It is my belief that differentiate foreign-born teachers by their country of origin and take into consideration of other personal factors that could contribute to teachers' experience will result in more meaningful comparison.

Finally, I found that theoretical lens are very important in examining issues related to foreign-born teachers because it specifies which key variables influence a phenomenon of interest. It alerts the researcher to examine how those key variables might differ and under what circumstances. In a study of foreign-born teacher candidates or teachers, a theoretical framework would make it easier to connect readers with the existing knowledge and offer guidance for readers to critically examine the issue(s) under discussion. Therefore, I encourage other researchers explore and apply different theoretical frameworks to yield richer and more diverse research on foreign-born teachers.

IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT SCHOOLS

Mentoring

Many researchers have asserted that mentors exerted the greatest influence on teacher candidates' internship experience (Furlong, 1997; Ganser, 1995; Hawkey, 1997; Thomsen & Gustafson, 1997). Research also supported the idea that mentors need to provide more constructive feedbacks to teacher candidates (Ferber & Nillas, 2010). Spendlove, Howes, and Wake (2010) particularly warned that contradictions exists between what mentors are supposed to do and what they are really doing . Myles et al. (2006) particularly pointed out that international teacher candidates interact less with their mentor teachers during internship than candidates from the same country.

The school could match interns with mentor teachers who could help them the most. Both Danny's mentor and Olivia's mentor were from other countries. In their cases, the mentors were more sensitive to what Danny and Olivia had to go through as a foreign-born teacher in US. For instance, they showed Olivia where she could find all the resources she needed in school and in community and the cultural issues she has to pay attention to when dealing with students. Both Olivia and Lingling's mentors were world language teachers. In this sense, they were in a better position to provide specific pedagogical guidance for the Chinese language teachers.

Another suggestion is that maybe schools could arrange teacher candidates and mentor candidates meet prior to the internship. In Danny's case, he was really happy that he took the initiative to identify the best mentor that he could find instead of waiting for the school to make the choice.

If possible, maybe more than one faculty or staff could serve as mentors to each teacher candidate. Danny initially identified two candidates for his mentor teachers and he intended to have them both. However, the program allowed only one mentor because of budget issue. In Danny's idea, different mentors have their specific strengths therefore could serve different purposes either paid or unpaid. For example, a foreign-born teacher may need a mentor to help him with English proficiency; another mentor could help him to deal with culture shock; or a third mentor could help him to understand the school policies better.

Schools could help establish a rewarding system for serving as mentors for foreign-born teachers. For example, serving as new teacher candidate's mentor could be a part of senior teachers' professional development work.

Plans for mentoring and mentor evaluation mechanism should be established so that mentors could commit more to mentoring. More often than not, teacher candidates are placed under the supervision of cooperating teachers who are unprepared for their role as mentor (Grimmett & Ratzlaff, 1986)

The last point is that the school could recognize that teacher candidates could bring unique contribution to the school community. Utilize what they have brought with them and offer opportunities for them to perform. For example, three CLTCs in the study had unique life experience and skills that could be better utilized. Lingling's strength with French and Danny's expertise with culture could help them make more contributions to the school and community.

Initial and continued support from administrators

CLTCs identified three areas of support needed from administrators. First of all, funding for the Chinese program is critical. Working in a less affluent county, Danny had to purchase teaching materials using his own money. In his illustration, the interaction with school budget was one-way because he had almost no control of the budget situation. Administrators could guide to seek for sources for funding and encourage teachers to be creative and proactive of looking for funding support such as foundations and parents. Funding is also needed for teachers to engage in more professional development workshops.

Second, special support for international teachers be provided and made the information available to them since the first day. CLTCs described the first few weeks as the most difficult. For example, Olivia and Lingling complained about not having access

to the school account. Also, Danny had to do the classroom decoration all by himself. Make the first week of transition as smooth as possible is very important.

Third, CLTCs need administrative support as how to “explaining and defending the program to the local community and even beyond (Steward & Livaccari, 2010, p. 52)”. As previously discussed, the three CLTCs were also the program advocates. They made extensive efforts to promote their program in the community. However, more administrative support in this regard will be greatly appreciated by the CLTCs.

IMPLICATIONS FOR POLICY

Wang (2012) summarized the roles that government could play in promoting the learning of world languages in the United States:

1. Provide leadership – additive language policy and all students can develop biliteracy;
2. Ensure coordination – interagency synergy, fill the gaps and avoid overlaps;
3. Facilitate dialogues;
4. Provide incentives for programs and teachers;
5. Collect and disseminate data about teachers, students, and programs.
6. Encourage and disseminate research about language learning and teacher preparation.

In addition to those roles, according to the findings of the study, policy-makers could advocate in the following two ways to facilitate the growing of the field.

Alternative routes for Chinese language teaching certification

Policy-makers need to think about all the possibilities for alternative routes for Chinese language teacher certification and speed up the certification process.

STARTALK 2011 summer report indicated that over 50% of the participants have obtained a graduate degree with about 8% with doctorate degree. The report also pointed out that about 45.5% 537 respondents indicate their need for certification. Yet, the requirement and preparation for certification is not flexible enough in some states. Wang (2012) pointed out at the fifth National Chinese Language Conference that, “our world

language teacher supply system was built for the past era, which must be modernized to become more effective and responsive”.

The priority consideration is given to facilitate the certification process to be more competence-oriented rather than seat-time-based. Teacher candidates from other countries are equipped with different levels of knowledge and experience, one-size-for-all certification requirements may not be sufficient to address different candidates’ qualifications.

All three participating teacher candidates in the study were certified teachers in China but they had to be recertified again in the US. To all of them, certification is a serious commitment of time, energy, money, and focus. But they did not seem to have a choice if they wanted to be teachers in US schools because the piece of paper is their ticket to enter the job market.

Ingold and Wang (2010) advocated for an examination of existing certification and Alternative Route Teacher Certification (ARTC) systems and consider ways to customize them for world language teachers. Steward & Livaccari (2010) also agreed that ARTC programs should be expanded to world languages, especially Chinese to allow teachers from non-traditional background to be able to teach Chinese. Currently, several states, such as Wisconsin, Utah, and Delaware have offered alternative certification for qualified Chinese native or heritage speakers. For example, in Delaware State, “native speakers of languages other than English, who have at least a bachelor's degree in any subject, may now qualify to teach their native language through ARTC¹⁵.”

¹⁵ <http://www.udel.edu/artc/prospectivecandidates/whoiseligible.html>

In line with the idea is to provide alternative routes for internship experience, clinical experience in quality summer programs such as STARTALK could be allowed to count for internship requirement. Ingold and Wang (2010) asserted that “Data from STARTALK suggest that the opportunity to participate in a well-designed clinical experience in the context of a summer program is an important contribution of this project to world language teacher preparation” (p. 21).

Connect the learning of Chinese to other content areas

As socio-cultural theory indicated, an understanding of individual teacher’s experiences could not be isolated from the broader political, social, and historical contexts. In US, historically foreign language is not treated seriously as it is in other countries. To innovatively increase the importance of learning world language, policy-makers could advocate the use of existing resources and structures in creative ways. An interest in Chinese language can be effectively promoted by working through existing curricula, supplementing familiar programs, and tweaking proven models. In US, connecting the learning of world language to core curriculum has been realized in three major ways.

First of all, Chinese language immersion education is an educational approach in which students are taught the curriculum content through the medium of Chinese language. In this way, immersion students not only learn the content, but also gain knowledge of Chinese in which it is taught. Over the last four decades, immersion programs in many languages have seen slow but steady growth in US schools. Research shows that immersion is an especially effective method for language acquisition. Immersion students gain proficiency in a new language without any detriment to progress

in their native language or to subject matter achievement. Chinese immersion programs are among the fastest-growing areas of language education in American schools.

Another way is to connect world language to the study of Science, Technology, Engineering, and Mathematics (STEM), proposed by Maryland State Department of Education. The creation of world languages elementary STEM curriculum modules enables schools to better prepare graduates “who are highly skilled in science, technology, engineering, and mathematics (STEM) and proficient in languages other than English”¹⁶.

A third major approach of innovative integration of Chinese language in mainstream class is through aligning Chinese language learning with Common Core State Standards¹⁷ Ingold and Wang (2010) acclaimed that, “the inclusion of world languages in the Common Core State Standards Initiative would signify that we as a society are serious about developing students’ linguistic and cultural competency as part of a world-class education (p. 13)”.

The three approaches could effectively drive the expansion and development of Chinese language programs nationwide and therefore improve the work conditions for Chinese language teachers.

IMPLICATIONS FOR THEORY

The case studies showed that sociocultural theory is a legitimate lens that takes into consideration of the social context factors in training and evaluating teacher candidates. Sociocultural theory directed me to see that CLTC’s internship experience largely depended on the context within which CLTCs worked: the school organization

¹⁶

http://www.marylandpublicschools.org/MSDE/divisions/instruction/wl_escm.htm

¹⁷ <http://www.corestandards.org/>

and culture, professional associations and networks, community educational values and norms, school policies, and so on (McLaughlin, Talbert & Bascia, 1990). Based on this sociocultural understanding, the conceptual framework I created for this study managed to capture the dynamics that presented in CLTCs' internship. The findings of this study demonstrated that the internship processes for CLTCs were complex and highly contextualized, reflecting positioning in multiple memberships and orchestration of various discourses, as discussed in Chapter 5.

The conceptual framework illustrated in Chapter 2 proved to be fruitful also because it integrated concepts from Legitimate Peripheral Participation (LPP). It illustrated the nature of CLTCs' learning as the development of a professional identity through legitimate peripheral participation (Lave & Wenger, 1991) in a community of practice. It chronicles the ways in which the school experience component of an initial teacher training program both facilitated and impeded the participation of CLTCs in communities of practice. As the study shows, the concept of legitimate peripheral participation is a powerful construct for understanding the importance of learning as participation. In particular, it highlights the importance of novices being granted legitimacy of access to this form of learning. It suggests that the process of learning in internship is inextricably linked to both participation and negotiation of meaning.

The conceptual framework highlights the major resources of influences and relationship that may have an impact on CLTCs' internship experience. Specifically, the three domains, namely key stakeholders, culture and institution, and pedagogical resources and tools were identified based on Cultural Historical Activity Theory (CHAT).

The case studies that I carried interpreted the conceptual framework while also provided possibilities for further investigation of the framework.

First of all, I found out that within each domain, there are layers of influences that were carried different levels of significance for each participant. For example, the first domain “key stakeholders” was emphasized by all three CLTCs but it carried different meaning for each individual CLTC. In Danny’s case, students, students’ family, and school faculty, staff, and principal were the most important components of the domain “key stakeholders”. However, Lingling added family, university-based personnel, and other Chinese language teachers to the layers of “key stakeholders”. To her, non-school based key stakeholders played as an equally important role in her success.

The second point I want to make is that each layer with the big domain could be either a facilitator (which resulted in resonances) or a constraint (which led to contradictions) for different CLTCs. It depends on what the context provides and how the teacher interacts with those layers to produce different results. For instance, we could see that mentor teachers were a huge help to Danny and Olivia partly owing to the similar background that CLTCs shared with their mentor teachers. However, in Lingling’s case, the mentor teacher did not quite live up to her responsibility which to some extent inhibited Lingling’s development.

Another interesting finding was that CLTCs do not necessarily posit themselves as the center of all influences. For Olivia, it was the dynamics or the chemistry created by her and other key stakeholders in the school context that mattered the most. But to Danny and Lingling, they were either the initiator or the receiver of all kinds of influences.

The strategies that CLTCs used did not necessarily target specific contradictions. One of the possible reasons may be that many of the contradictions lied beyond the ability of teachers to resolve, which means that many influences identified by CLTCs were related to larger social issues that were impossible to be tackled by individual efforts. For examples, in Danny's case, students' negative learning attitude was due to a lack of support from students' family. Even though Danny could try to make his lessons as attractive as possible to arouse students' learning interest, for those students who were facing issues that they carried over from outside of school, it was still hard for Danny to keep them fully engaged. For all the contradictions that CLTCs encountered, the conceptual framework could hardly be viewed as the only tool for identifying solutions or to solve contradictions.

After completing the project, I gave more thoughts to the revision of the conceptual framework. One discovery was that the conceptual framework could not precisely present the complicated interactions among the three domains of influences. The three domains "Key Stakeholders" "Culture and Institution" and "Pedagogical Resources and Tools" are seemingly parallel with one another in Illustration III on page 31. However, as the study shows, CLTCs associate resonances mainly with "key stakeholders" because it was people they had more tangible relationship with. But under the surface, it was the larger cultural and institutional influences that dictated who those key stakeholders were and what they did. To be honest, at the beginning stage of data analysis, I was led by the most obvious themes and was not quite aware of themes under the surface. Only after numerous review and in-depth discussion with my committee members I started to make deeper interpretations. It was a humbling experience.

Illustration XI is the tentatively revised conceptual framework. It shows clearer that “Key Stakeholders” are more visible to CLTCs therefore it is above the water surface. “Culture and Institution” and “Pedagogical Tools and Resources” are lying under the water surface because they are more invisible. I invite researchers to apply this conceptual framework in their research and further explore it.

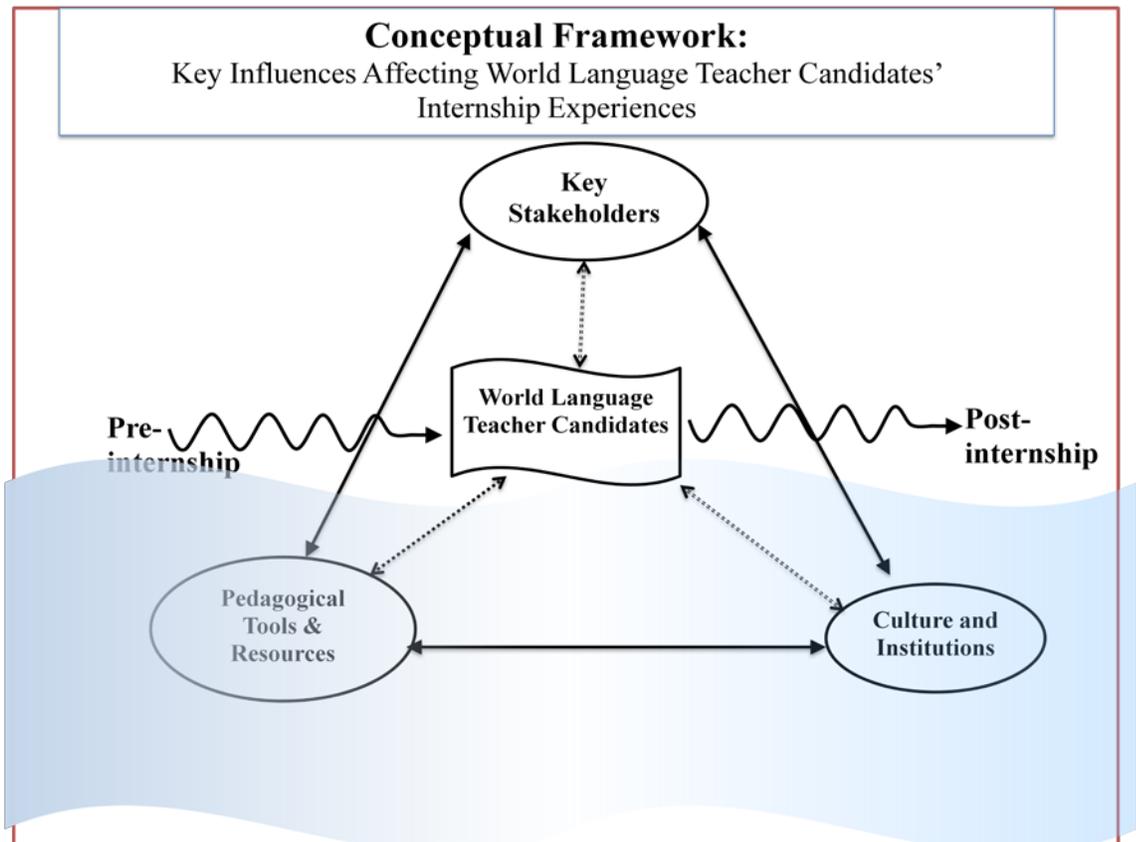


Illustration XI. Tentatively Revised Conceptual Framework

FUTURE RESEARCH DIRECTIONS

Given the constraints of time and resources, the sample of this study is relatively small, so the study could be followed by more extensive research. For example, it would be interesting to do a survey study to collect quantitative as well as qualitative data from a large group of Chinese immigrant teachers in one district or even one state. The

information I have gathered from the survey study will enable me to have a more comprehensive and profound understanding of the cross-cultural internship experience that CLTCs may have. It will also allow me to strengthen the conceptual framework that I created for this study so that it will be widely applicable.

I am also interested in conducting comparative case studies in the following directions. First, comparative studies across regions or even nations of Chinese immigrant teachers would help reveal consistencies as well as variations in their cross-cultural work experiences. This study could further lend credence to socio-cultural theory in its validity in examining how broader social, political, and historical issues could impact individuals' lives. Second, a comparative study between Chinese immigrant teachers and teachers of other ethnic backgrounds could be fruitful. I will be able to see how people with different cultural backgrounds would share or differ in their internship experiences in the US. Third, a comparative case study of non-native Chinese language teachers and native Chinese teachers will bring tremendous insights as how the teacher education programs could approach these two groups of preservice teachers differently. What is also worth studying is how the teacher education program could team up native speakers with non-native speakers in an internship so that they could maximize the growth for both groups.

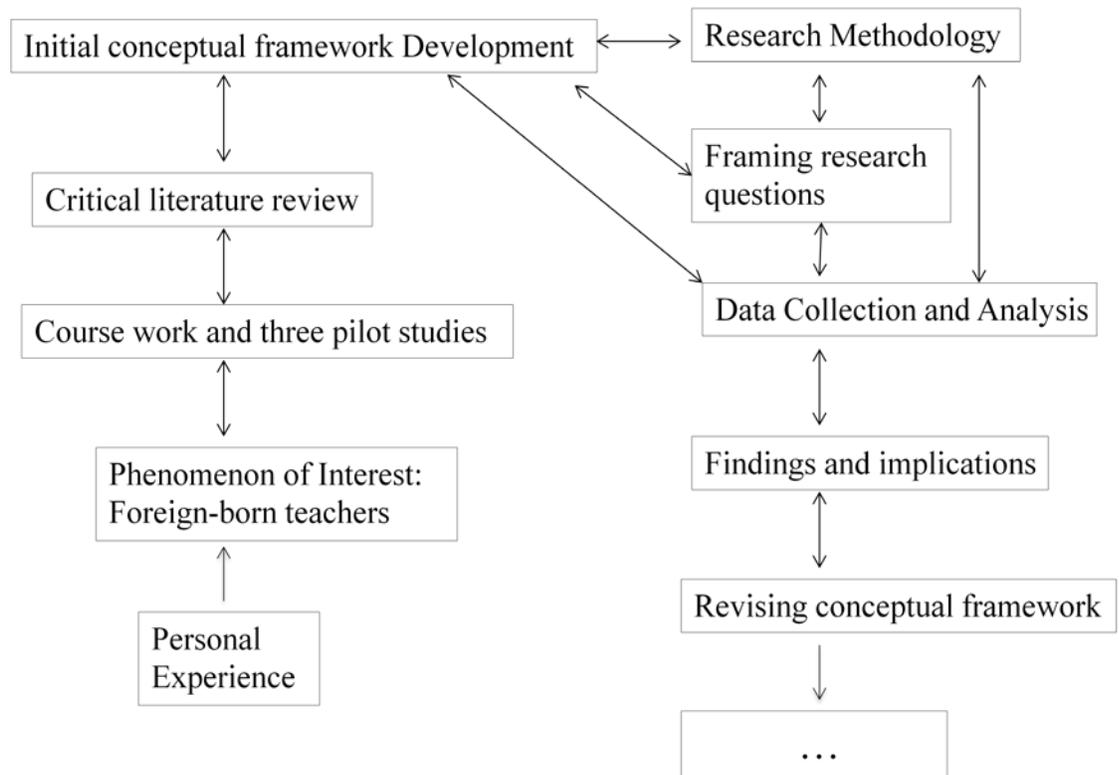
CONCLUSION

The qualitative case studies of three Chinese language teacher candidates (CLTCs) have demonstrated the most prominent key influences that CLTCs experienced and the matters those influenced played out in shaping the development of CLTCs.

Overall, CLTCs found constructing relationships with various key stakeholders was extremely important. At the same time, a clear understanding of the cultural practices and institutional expectations will also improve their experiences. However, in the case studies, the three CLTCs experienced the most contradictions in the domain of “culture and institution” which implied the necessity of more training from the university as well as the school part to bridge the gap. To successfully navigate their internship, CLTCs used many strategies to improve class management and promote Chinese programs in community. During the process, they explored and developed teaching styles that they considered appropriate in their school contexts.

Implications for practice, policy, and theories were discussed. Wang (2012) advocated that we should “adopt a system approach to tackle world language teacher certification, teacher preparation, and institutional capacity and quality simultaneously; engage all key stakeholders to discuss and collaborate”. In effect, all stakeholders (teachers, teacher educators, and policy-makers) should work synergistically to improve the cross-cultural teaching experience of world language teacher candidates. Developing an effective teacher takes a village, especially when the teacher travels half of the world to teach in another country.

Illustration XII shows the overall process for the completing of the dissertation project.



Starting from the left bottom corner, as you could see that the interest of studying Chinese language teacher candidates' internship experience started with my own internship experience in a US elementary school as a Chinese language teacher candidate in 2008. During the course work I took in my doctoral program, I conducted three exploratory pilot studies and did a critical literature review pertain to as much as possible the publications about the phenomenon of interest. The development of the initial conceptual framework, the understanding the implementation of case study methodology, the continuous framing of the research questions, and the data collection and analysis are intertwined with one constantly informing another. After the summary of findings and drawing upon importation implications from the study, a revised conceptual framework was proposed. The journey is still continuing with planned further investigations on the agenda.

APPENDICES

APPENDIX I. INTERVIEW PROTOCOL - TEACHER CANDIDATES INTERVIEW (BEFORE INTERNSHIP)

1. Ethics & Purpose

- Explain consent form & permission to record; use of pseudonyms
- Discuss purpose, reciprocity, and first & next steps (learning about participants' prior experiences, skills, knowledge and goals. I will then visit your placement school and interview you about your internship experience)

2. Identity and Demographic Information

- How would you describe yourself?
- What's your native language(s)? What language learning experiences have you had?
- Where are you from? What areas have you lived and worked in?

3. Past & Current Teaching Experiences

- What teaching experiences have you had?
- What types of inter-cultural experiences have you had?

4. Goals & Expectations

- Why did you join the Chinese language teacher certification program?
- Why do you choose to teach Chinese?
- Did you consider multiple teacher certification programs? Why or why not?
- Do you want to work in elementary school, middle school or high school? Why?
- What expectations do you have for this program?
- What expectations do you have for the internship?
- How do your teacher education courses connect to your internship placement?

- What do you think the future of teaching Chinese in America will be like?
- How long do you plan to teach Chinese?

5. Disposition

- Describe your personality? What do you like about yourself and what you do not like?
- Do you think teachers' personalities will have an influence on teaching practice? In what ways?
- How do you think the internship will impact the development of your disposition?

6. Skills and Knowledge

- Describe the teacher training program you have had in both China and the U.S.
- What have you learned from those programs and what do you think you need in further training?
- Are you familiar with the Educational policies in the U.S, for example, No Child Left Behind, National Standards for FL Education? What specific policies regarding Chinese teaching and learning do you know?
- What linguistic, cultural, SLA theoretical knowledge should a successful Chinese teacher have? (What is your understanding of effective Chinese teaching?)

7. Do you have any questions, comments, concerns?

8. Future Participation

Set up potential times for me to observe student teaching and next interview

APPENDIX II. INTERVIEW PROTOCOL - TEACHER CANDIDATES INTERVIEW (DURING INTERNSHIP)

1. Purpose

- Discuss purpose, reciprocity, and learning about your participation and growth during the interview. Show the interviewee the conceptual framework and explain the components of the framework

2. Relationship with Key Stakeholders

- Describe your class and students: -Class schedule and routine / classroom decoration - Students' level of Chinese proficiency and learning motivation level.
- Describe your relationship with your students.
- Describe your mentor teacher and your relationship with him or her
- Describe your relationship with students' parents. Do you have opportunities to talk to students' parents? What are parents' views towards students taking Chinese? Any home visits? Are parents supportive? Why or why not?
- Describe your relationship with school administration? What support and guidance do you get from them from administrators? How often do you talk to them? Do they reach out to you to see how you are doing in their school? What do you need from them?
- Describe your relationship with other content area teachers. Do you have chances to talk to other content area teachers about teaching issues? What's their view of students learning Chinese?
- Describe your relationship with other FL teachers in the school. Any collaboration with other FL teachers in the school? Did you visit their classes or ask advice from them?
- What is your family's view of your internship? Supportive or not? Why?

- Do you network with Chinese teachers in the area or even in China?
- Any other questions arising from my observations

3. Cultural Experience in U.S Schools & Institution & Regulations

- Describe a typical day of work. What school daily routine you have been participated in? What is your responsibility in class? What is the mentor teacher's responsibility?
- How is teaching in the U.S. different or similar from teaching in China?
- What are the rules you are supposed to abide by in schools and in classes?
- Describe all training or professional development you have had during the first half of the internship. For example, did you have any training regarding school issues classroom management in the hosting school? And what is your opinion of them?
- Other questions arising from my observations

4. Pedagogical Tools and Resources

- What is your evaluation of the curriculum, textbook, and lesson plans that are currently used in class?
- How do you plan a lesson?
- Do you network with other Chinese teachers in the area? Have you joined a teacher association and met regularly with them (either online or on site) to discuss lesson plans and other issues?
- Other questions arising from my observations

5. Challenges

- Any difficulties or challenges that you find in teaching? In curriculum, lesson plan, textbook, and so on. Any suggestions for improvement?

- Do you think you are sufficiently prepared to teach Chinese in the U.S. school? What may lack and what feels good about it?
- Is race or gender an issue?
- Describe advantages and disadvantages for native / non-native Chinese speakers who teach Chinese in the U.S.
- Describe situations when conflicts of any sort arise during your internship. What did you feel? What did you do?
- questions arising from my observations

6. Strategies

- Whom do you talk to or what would you do when a challenging situation emerges?
- What are your suggestions for the university to improve the one-year internship?
- What are your suggestions for the school?
- What adaptation strategies you have employed to deal with challenges?
- questions arising from my observations

7. Contributions

- What differences did you make to influence your schools' Chinese program?
- Describe how your presence could change your mentor teacher, students, or other people in the school.
- What do you think you have contributed to the school community?

8. Professional and Personal Growth

- Since teaching, do you have any opportunities for professional development: conferences, workshops, seminars, etc. Please describe them and how you have benefited from those programs?

- What has the internship experience brought to you? How may you have changed by this experience?

9. Do you have any questions, comments, concerns?

10. Future Participation

Set up potential times for me to observe student teaching and next interview.

APPENDIX III. INTERVIEW PROTOCOL - TEACHER CANDIDATES INTERVIEW (AFTER INTERNSHIP)

1. Describe the changes in students' level of Chinese proficiency and learning motivation level. What has been done so far to make the difference? Describe your relationship with your students now.
2. Any changes to a typical day of work (your responsibility vs. the mentor teacher's responsibility).
3. Describe the changes of your relationship with students' parents.
4. Describe the changes of your relationship with school administration?
5. Describe all training or professional development you have had during the second half of the internship., Any training regarding school issues, , classroom management in the hosting school? what is your opinion of them?
6. the changes of your relationship with other content area teachers. Do you have opportunities to talk to other content area teachers about teaching issues now?
7. Describe the changes of your relationship with other FL teachers in the school. Any collaboration with other FL teachers in the school now?

8. Describe the changes of your network with other Chinese teachers in the area or in China?
9. Any persistent difficulty or challenge you find in teaching? Any improvement? More adaptations?
10. Do you think you are sufficiently prepared to teach Chinese independently in the U.S. school? What lacks and what feels good about it?
11. Summarize the advantages and disadvantages for native speakers who teach Chinese in the U.S.
12. Summarize your second half of the internship? Contributions? Challenges? Adaptations?
13. What differences did you make to influence in the existing Chinese program? Influences on the mentor teacher, students, or more.
14. What's the plan for your future work? What are your expectations?
15. What is your understanding of reflective practice? Are you a reflective practitioner?
16. What is your understanding of learning community? Do you feel you are in a learning community in which people of your field are working collaboratively to achieve a shared goal?
16. Any other concerns or comments?

APPENDIX IV. INTERVIEW PROTOCOL - MENTOR TEACHER INTERVIEW (DURING INTERNSHIP)

1. How did you get to know the student teacher?

2. What is your impression of the student teacher? How much do you know about the student teacher?
3. What are your expectations of your intern?
4. What is your plan to work with the student teacher in this semester?
5. Any other concerns or comments?

APPENDIX V. INTERVIEW PROTOCOL - MENTOR TEACHER INTERVIEW (AFTER INTERNSHIP)

1. Please describe strengths and weakness of the teacher candidates' teaching performances. Please specify your plans to help the student teacher to improve.
2. Please describe your relationship with the teacher candidates.
3. Please describe any challenges that the teacher candidate has in terms of working in the school. What are the reasons for the challenges? How do you plan to help him or her overcome those difficulties?
4. Please describe the growth that you have observed in the teacher candidate.

APPENDIX VI. INTERVIEW PROTOCOL – SCHOOL PRINCIPAL INTERVIEW (DURING INTERNSHIP)

1. What are the reasons for the school to choose to offer Chinese to students? How long does the school plan to offer Chinese?
2. What are parents' views towards students taking Chinese? Is the Chinese program impacting your school in any way?

3. Please describe the process of hiring the Chinese teacher. What is your impression of the teacher?
4. What are your expectations of the Chinese teacher?
5. Please describe the supporting system in the school for the Chinese teacher.
6. How do the school and county evaluate the Chinese teacher's work? How is she doing so far?

APPENDIX VII. INTERVIEW PROTOCOL - TEACHER EDUCATOR INTERVIEW (DURING INTERNSHIP)

1. Please describe the internship requirements.
2. Please introduce the internship placement procedure.
3. What are the courses offered to Chinese prospective teachers in the program?
4. What are strong points of the program and what are some of the challenges in the program?
5. What are the particular challenges and advantages do Chinese native speakers have while teaching in US?
6. What was your impression of the three school settings? Any similarities and differences? Do you think school settings have an impact on the three student teachers' performances? In what ways?
7. What was your impression of the three student teachers' work in school?
8. Did you get to meet their mentors? What was your impression of them?

9. Please describe your view of foreign language teacher’s knowledge base. What theoretical knowledge should student teachers learn before they are ready for their internship?

10. What our program should change to better prepare those teachers who work in cross-cultural settings?

11. Please describe the importance of internship. What are interns expected to achieve in the internship? What assistance should the program offer to ensure a successful internship?

APPENDIX VIII. STUDENT TEACHING OBSERVATION PROTOCOL

(Modeled after Creswell’s (2007) observation protocol (p. 137))

Descriptive Notes	Reflective Notes	Connections to Other Data
My summary of chronological events, which may include quotes I hear and actions I observe.	My reflections on my observations, which may be in the form of questions, personal reactions, or potential themes.	<p>Collection Methods and Research Questions</p> <p>My interpretation of the ways in which the observed information is connected to interviews and document review and to the answers of my research questions</p>

APPENDIX IX. PERFORMANCE BASED ASSESSMENT (PBA)

“Approximately starting from the Fall 2000, the Secondary Education faculty began the task of developing a standards-based, rubric-assessed performance assessment system for its programs. In order to ensure ownership and participation of all stakeholders in this task, the faculty worked collaboratively with university professional development school (PDS) coordinators, university PDS supervisors, PDS middle and high school faculty and administrators, and the Maryland State Department of Education (MSDE). This working group used INTASC standards and *Essential Dimensions of Teaching* (EDOT) (Maryland State Department of Education) standards as its guiding framework for validating major performance categories and descriptors of performances for those categories for the development of this evaluation instrument. Its major categories are as follows: 1) planning instruction, 2) delivery of instruction, 3) assessment of student learning, 4) classroom management and organization, 5) knowledge of content, 6) student-teacher interaction and interpersonal skills, 7) professionalism, and 8) other (an open-ended category that allows evaluators to focus on specific performances that need special attention).” Retrieved from

http://www.education.umd.edu/teacher_education/onlinePBAdetail.html#secondaryEd

1) Planning for FL Instruction:

Candidates:

1. Develop cognitive objectives for lessons and units that are compatible with the goals and standards of FL learning, responsive to students' needs and interests, and address interdisciplinary goals as appropriate.

2. Align curriculum goals and teaching strategies with the organization of classroom environment and learning experiences to promote whole class, small group, and individual work.

3. Understand how learners differ in their knowledge, experiences, abilities, needs, readiness, and approaches to language learning, and create instructional opportunities and environments that are appropriate for the learner and reflect learner diversity.

4. Select and utilize resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of FLs.

5. Provide for the implementation of modifications as identified on the IEP of the mainstreamed students.

6. Demonstrated Effectiveness:

7. Areas for Continued Growth:

2) Delivering FL Instruction:

Candidates:

8. Reference state Content Standards and objectives for each lesson.

9. Effectively review concepts and skills previously learned (warm-up).

10. Integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students that support the FL curriculum and MSA strategies.

11. Engage students in a variety of learning experiences that consistently emphasize varied uses and purposes for language and communication.

12. Use small group, experimental or collaborative learning groups to facilitate students' thinking (collaborative writing activities, writer's workshop, and story dramatization).

13. Develop and support a variety of activities such as speaking, reading, writing, cultural, and technology-based projects.

14. Use guided and independent practice exercises to support and reinforce students' learning.

15. Create a supportive classroom learning environment that includes target language input and gives opportunities for students to negotiate meaning and show meaningful interaction (scenarios, skits).

16. Adapt instruction to address students' language levels, language and cultural backgrounds, learning styles and students' special needs.

17. Use questions as a means to monitoring learning and helping students articulate their ideas and thinking, promoting risk taking and problem solving, facilitating the recall and review of information, stimulating the use of the target language.

18. Provide closure for the lesson that includes comprehension, interpretation and analysis of target language.

19. Demonstrated Effectiveness:

20. Areas for Continued Growth:

3) Assessing Student Learning:

Candidates:

21. Monitor on-going student performance using documentation on a daily basis (class participation points).

22. Use a variety of formal and alternative assessment activities and instruments to evaluate student learning outcomes (e.g., essay tests, speaking tests, proficiency tests, portfolios, individual and group performance activities, conferences, individual and group projects, self-evaluations, peer evaluations, standardized tests) that are age and level appropriate.

23. Use different types of assessment tools (rubrics, checklist) to support progress and final assessment of students' written, oral, and projects.

24. Reflect and interpret assessment results and use data to adjust/modify instruction.

25. Create regular opportunities to use a variety of ways to report assessment methods and results to students, parents, administrators, and other audiences.

26. Know how to design and use different types of rubrics for use in reading, writing, oral language, visual and enacting activities to support progress and final assessment of students' written, oral and presentational work.

27. Demonstrated Effectiveness:

28. Areas for Continued Growth:

4) Classroom Management:

Candidates:

29. Create and sustain learning environments (e.g. physical space, seating charts, classroom expectations and routines, pacing, assistive technology and/organizational adjustments) that promotes respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

30. Organize appropriate use of instructional learning time and classroom routines (giving directions, distributing papers, changing classroom arrangements, and making transitions between activities and topic).

31. Successfully anticipate, avoid or redirect off-task behavior.

32. Manage discipline problems reasonably (without interruption of instructional time) professionally and in compliance with school policies.

33. Demonstrated Effectiveness:

34. Areas for Continued Growth:

5) Knowledge of Content:

Candidates:

35. Demonstrate use of the target language appropriate to the instructional level.

36. Demonstrate knowledge of, and skills in the use of, the target language including technical aspects of language (e.g. knowledge of the target language grammar, semantic syntax, morphology, phonology, usage, and mechanics and uses that knowledge in the analysis and understanding of students' language use).

37. Apply current theories of research in language teaching and learning (e.g. Multiple Intelligences, cooperative learning, learning styles and strategies).

38. Include listening, speaking, reading, writing, and culture as appropriate.

39. Incorporate a variety of appropriate activities, tasks, and assignments that lead to authentic language use in the three modes of communication: Interpretive, Interpersonal and Presentational.

40. Integrate the appropriate cultural practices, products, and perspectives into the lessons.

41. Provide meaningful definitions, examples, and applications to FL context.

42. Demonstrated Effectiveness:

43. Areas for Continued Growth:

6) Student-Teacher Interaction and Interpersonal Skills:

Candidates:

44. Create a positive atmosphere where students can interact comfortably with students of their own and other cultures.

45. Create an inclusive and supportive learning environment in which all students can engage in learning.

46. Promote an atmosphere in which students are willing to take risks in the use of the target language.

47. Provide meaningful verbal, non-verbal and written directions, feedback and reinforcement in the target language.

48. Use practices designed to assist students in developing habits of critical thinking.

49. Demonstrated Effectiveness:

50. Areas for Continued Growth:

7) Professionalism:

Candidates:

51. Engage in reflective practice and pursue continued professional growth and collaboration with colleagues which includes demonstrating appropriate responsibility and dependability in meeting school responsibilities, deadlines, policies, and norms for professionals.

52. Engage in reflective practice and pursue continued professional growth and collaboration with colleagues which includes demonstrating a commitment to professional practices that support continual learning and professional growth.

53. perform duties in an overall professional manner including arriving to and departing from the school and the FL classroom in a punctual and professional manner (e.g. keep excellent attendance record, react positively to suggestions and seek help, foster relationships with parents through conferences, phone or email contacts).

54. Collaborate with the mentor teacher.

55. Dress appropriately.

56. Demonstrated Effectiveness:

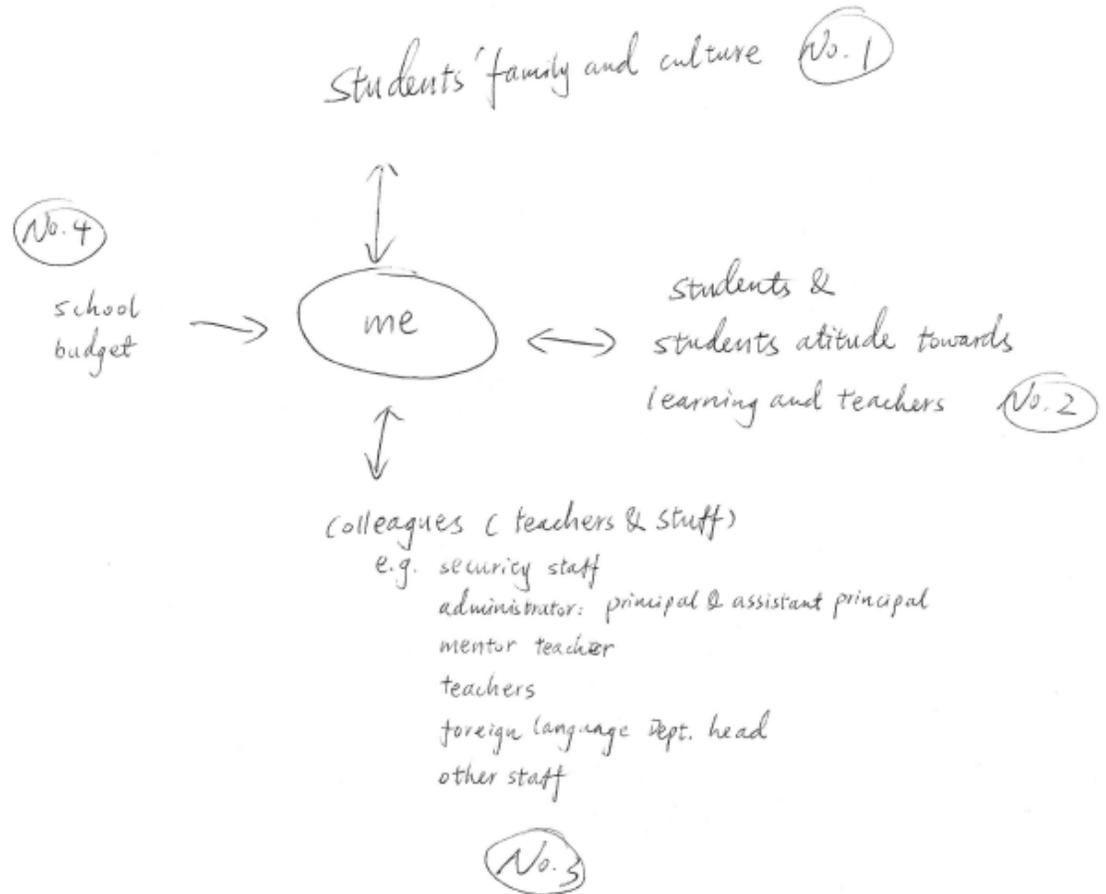
57. Areas for Continued Growth:

APPENDIX X: CATEGORIZATION OF STRATEGIES FOR CLTCs TO NAVIGATE IN THEIR INTERNSHIP

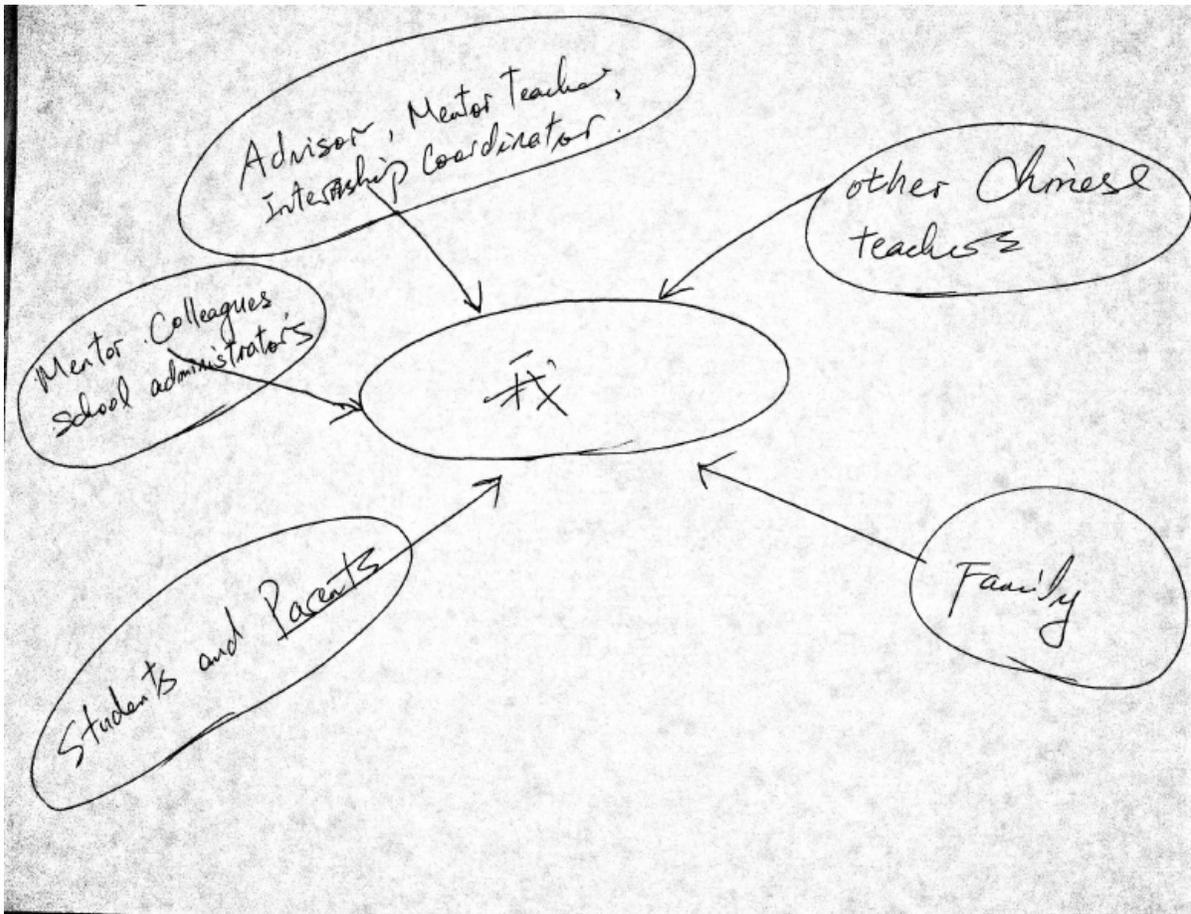
Strengthening Classroom Management	Explore and Develop Their own teaching Style	Promoting Chinese Program in School and Community
<ul style="list-style-type: none"> • Crack down hard on misbehaviors in class • Use surveys to understand students' needs • Talk to parents and colleagues to find out causes of discipline problems • Email other teachers to inquire the student's behaviors in other classes and brainstorm with other teachers for approaches to address misbehavior problems • Try to establish a school-family-community 	<ul style="list-style-type: none"> • Prepare thoroughly • Making learning more meaningful for students. For example, include the learning of cultural and social knowledge in the learning of language • Think critically about mentors' advices • Use an appropriate amount of English in class • Creative use of teaching materials • Differentiation of instruction 	<ul style="list-style-type: none"> • Advocate for students' freedom to choose classes • Start Chinese language and culture club • Advertise on school display boards • Deal with school politics • Propose to open more Chinese classes • Look for parents' advocacy • Assist Chinese programs in feeding middle schools

collaboration to ensure students' success		
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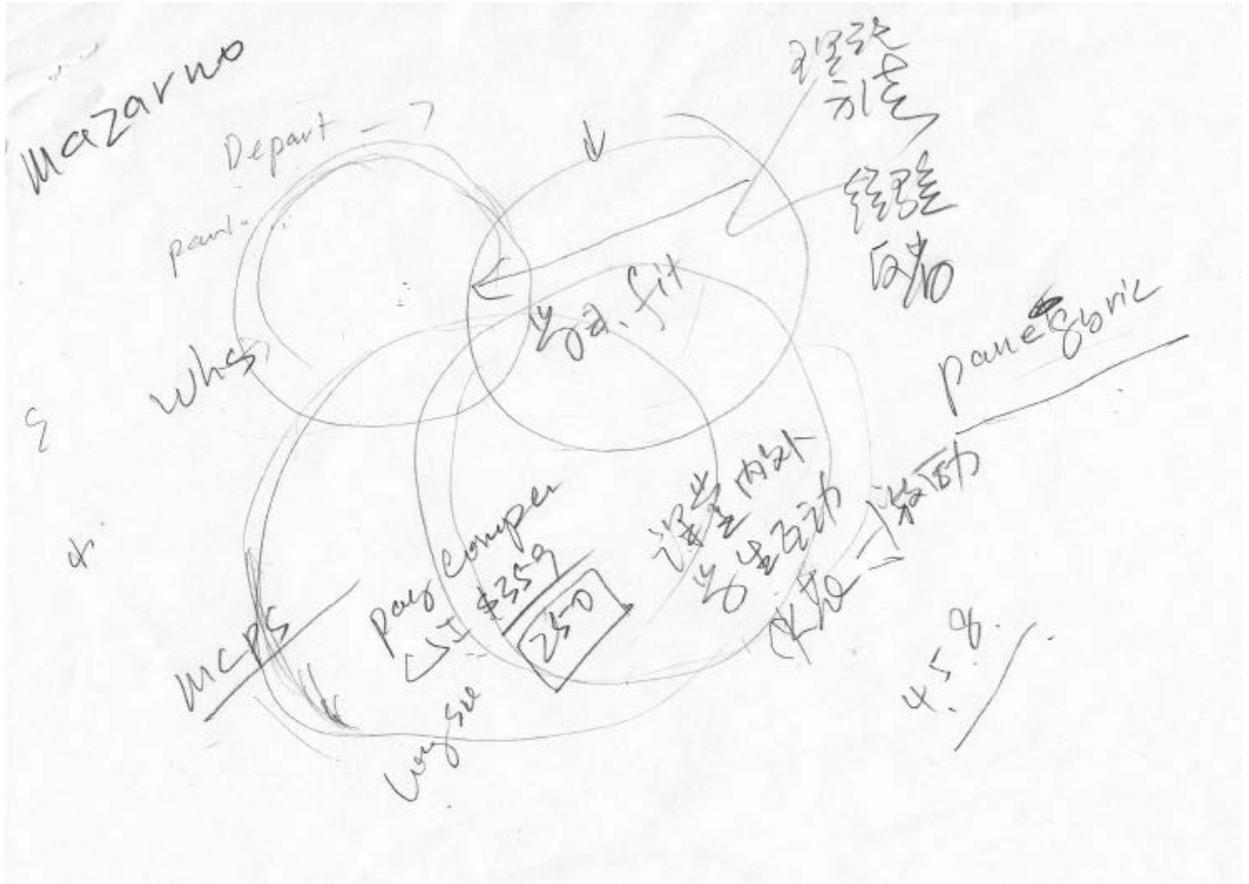
APPENDIX XI: DANNY'S ILLUSTRATION DRAFT



APPENDIX XII: LINGLING'S ILLUSTRATION DRAFT



APPENDIX XIII: OLIVIA'S ILLUSTRATION DRAFT



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